



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.


 Title: **myPerspectives**

 Grade: **6-8**

 Publisher: **Pearson Education, Inc.**

 Copyright: **2017**

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

Click below for complete grade-level reviews:

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

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

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

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁴ independently. Thus, a strong ELA classroom is structured with the below components.



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8. Scaffolding and Support	

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

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

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

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

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁵ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Texts range in complexity, but are justified when out of the grade band. Texts at the low end of the band, or below the band, have qualitative features that support the grade choice. For example in Unit 4 the students independently read the text Prince Francis, by Mary Doyle (240L). This text is below the quantitative measure suggested for grade 6; However this text requires knowledge of context for understanding. The text also includes non-English vocabulary, making it more complex. In Unit 5, students read from "Tales from the Odyssey" by Mary Pope Osborne 710L, which contains mythological references, complex vocabulary, and multidimensional characters that make it appropriate for Grade 6. Texts that lie above the grade band stretch are adequately scaffolded to allow for students access. In Unit 5, students independently read the opinion piece "Mars Can Wait. Oceans Can't" by Amitai Etzioni. Although the text measures at 1400, the piece is written in a straightforward manner where an opinion is clearly stated and reasons given. There is even a conclusion paragraph that restates the main idea of the text, which makes it appropriate for a grade 6 student.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>Most texts are previously published texts that are well crafted and represent the quality of content, language, and writing needed to align with LSS. These texts vary from previously polished poems, excerpts from novels, short stories, literary nonfiction, essays, folk literature, news articles, blogs posts, and plays. Some examples of high quality texts include a novel excerpt from Peter Pan by J.M. Barrie in Unit 1 and an excerpt from Saroo Brierly's memoir titled "A Long Way Home" found in</p>

⁵ 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"

⁶ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Unit 1.
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>The units are connected thematically and build vocabulary knowledge through tasks in reading, writing, listening, speaking, and language. For example, in the Exploration Unit, an article titled "Mission Twinpossible" connects to the essential question of the unit: "What drives people to explore?" Students are asked to do a first read of the text and then interact with the text by annotating and responding. Other skills are also intertwined with this consistent concept. Overall, units are arranged in themes where the texts in the unit build knowledge about the overarching concept that eventually leads to a culminating performance task.</p>
	<p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts do not increase across a grade level. Rather, complex and less complex texts are integrated purposefully into each unit to support students in understanding the theme and unit ideas. Texts increase across grade bands. Texts in 8th grade contain more challenging concepts and topics than those introduced in 6th grade. For example, all grade levels have a unit on people and their purpose. In 6th grade, students study what causes people to explore. In 7th grade, students' study about changes people's life and in 8th grade, students learn about human intelligence.</p>

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<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	Each unit contains a balance of literature and informational texts. For example, Unit 1 includes seven literary texts and five informational texts. The entire curriculum is comprised of 23 literature texts and 22 informational texts.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Texts of different formats are included, such as comic strips, videos, podcasts, short poems, and graphic novels.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Informational texts with informational structure are included throughout the curriculum. For example, in Unit 1, Declaration of the Rights of the Child and an informational article about a ballerina are included. Similarly, in Unit 3, there are several informational texts following informational structure about technology.
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Additional materials do increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests that ultimately promotes a higher level of engagement. To be specific, twenty-five out of the forty-five texts provided are intended for independent reading.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 3. 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</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p>	N/A	

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<p>components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		
	<p>REQUIRED</p> <p>3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>REQUIRED</p>	N/A	

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	3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.		
	3g) *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	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	

Section III. Questions and Tasks

<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Over the course of the unit, students build upon skills that ultimately allow them to answer an essential question in a fashion that integrates multiple texts. For example, in the "Animal Allies" unit, students are introduced to the essential questions, "How can animals and humans relate to each other?" In the first section of the unit, students are given an excerpt from a memoir and an article. The essential question is addressed in from "My Life with the Chimpanzees?" asking, "What have you learned from this memoir about how people and animals interact?" In "Haicho: The True Story of a Loyal Dog," asking, "What have you learned about the connection between people and animals from reading this selection?" Students are then asked to write an explanatory essay with the following directions: "Use your knowledge of the excerpt from 'My Life with the Chimpanzees' and 'Hachiko: The True Story of a Loyal Dog' to consider qualities that human beings and animals seem to share. Write an explanatory essay that answers the question: What qualities do Goodall and Turner</p>
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			believe people and animals share?"
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in the "Modern Technology" unit, students are asked to analyze three texts that fall within the stretch Lexile band for the 6-8 grade levels. After reading and analyzing the texts, students brainstorm on an upcoming essay. Specifically, "Write a brief argument in the form of an editorial in which you state and support your position on the question-Do electronic devices and online access really improve our lives? Draw evidence from the texts in this section to support your ideas." Students must collaborate using a T-chart, then plan and draft an essay.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Texts include language development lessons, which can include concept vocabulary, word study, word networking, conventions, author's style, and media vocabulary. For example, in Unit 5, students read the text titled "A Long Way from Home" and answer questions and tasks, such as "Demonstrate your understanding of the concept vocabulary words by writing a paragraph in which you describe an imaginary quest. Include three concept vocabulary words, other than quest, in your paragraph." Students must utilize a chart using mood, descriptive words, and other evidence in order to successfully respond to the ultimate task of the unit. This is evident in other units as well where the tasks may be in different forms, such as charts, partner exercises, and short answers.</p> <p>For example, in the exercises for the text "Feathered Friend," students are instructed to "Write a definition of the word sympathy that shows your understanding of the Greek root -path-," then to "Use a dictionary to find the meaning of the word empathy...then, explain how the definition connects to the meaning of the</p>

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			<p>Greek root." Additional support is provided for this task in the publisher's "Concept Vocabulary and Word Study" section. Students are given similar tasks in different forms, such as charts, partner exercises, and short answer format.</p> <p>While the materials regularly ask students to find common meanings between similar words and utilize Greek/Latin roots, suffixes, and prefixes, the students are not given semantic maps.</p> <p>For example, in the Close Read of the Phantom Tollbooth Act I (Unit 4), students are asked to mark the punctuation that separates the characters' words in paragraphs 14 and 15. Then students are asked, "Why does the author include ellipses in the Lethargarians' dialogue? The concluding questions then asks, "What does this punctuation show about how the Lethargarians speak?"</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The majority of questions in the materials are text-dependent and text specific. All questions in the materials are related to texts, including language and vocabulary questions. For example, students are taught about the difference between adjectives and adverbs using context terms in the story titled "Hachiko: The True Story of a Loyal Dog." Even comprehension questions are structured to encourage students to return to the text. Therefore, all texts include text dependent questions and students are asked to discuss and write to answer the questions.</p> <p>In the excerpt from "Bad Boy," students are asked to discuss in groups, "What challenges did Walter Myers face? How are they similar to or different from the ones you face or have faced?" Students are then asked to annotate the text to find answers to questions such as, "What does Myers say being a boy means?" and</p>

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			<p>“Based on what you have read, do you think the differences between the boys and girls in Myers’s life will affect him throughout his childhood?” The materials then instruct students to annotate the text by highlighting the narrator’s feelings so they can begin to make inferences about the character and have a discussion about him, asking, “What does this tell you about Myers as a young boy?”</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	Yes	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by LSS to advance and deepen student learning over time. This is evident in question items that ask, "Identify specific details from the excerpt from 'Bad Boy' that help build the central idea." Similar question formats with the LSS terminology are seen throughout the collection.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	<p>A majority of oral and written tasks require students to demonstrate the knowledge they built through deeper analysis and synthesis of texts. Students read multiple texts to address the essential questions given and to complete the performance-based assessment. For example, in Unit 3, students write an argumentative essay that responds to the question, "Do we rely on technology too much?" after reading multiple texts, answering other scaffolding question items, and completed various other tasks. In Unit 5, students are asked to state and defend a claim in response to the question, "Should kids today be encouraged to become explorers?" after reading multiple texts, answering questions, and completing other tasks. Therefore, students are being encouraged to engage effectively in order to reach a higher understanding of the text they read.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-</p>	Yes	<p>Oral and written tasks are demanded throughout the curriculum. In each unit, students respond to whole group task questions, small group task questions, and independent writing tasks. There is also an annotation</p>

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	<p>defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		<p>tool that students use while reading so that they can identify textual evidence to support and defend claims. For example, in "My Life with the Chimpanzees" students are instructed to annotate "details in paragraph 1 that demonstrate that an event is being described as it was perceived by the narrator."</p>
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>N/A</p>	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	<p>Yes</p>	<p>Students answer multiple writing tasks aligned to the three modes of writing. Writing tasks are aligned to the three modes of writing outlined by the standards at each grade level. In Unit 2, they write an explanatory essay, "How can animals and people help one another", in Unit 4 students write a short story, "What might happen if a fictional character were to come into the real world?" and in Unit 5 students write and argument essay, "Should kids today be encouraged to become explorers?" Each text includes a research section to develop the expertise needed to conduct research independently. Therefore, it is evident that the different formats of composing written pieces are being utilized throughout the collection.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>In the Teacher's Edition, each question is paired with a possible response of what teachers should look for in a student verbal discussion. A master document outlining an answer key for all assignments is also provided, as are exemplar essays for performance tasks. Also, students can use certain pieces as models of writing in the collection. For example, Unit 2 supplies the text "Reading Buddies" that students may refer to when completing the performance based assessment writing prompt.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each</p>	<p>Yes</p>	<p>Grammar and language conventions specified by the standards are addressed at this grade level. In Unit 3,</p>

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	<p>grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>		<p>students study technical vocabulary, Greek suffixes, and appositives while reading "Teen and Technology Share the Future." Students apply these skills in the contexts of reading and writing. To be more specific, students write a paragraph explaining when and how to use the internet using at least two appositives or appositive phrases. To conclude, there are many opportunities provided throughout the collection that promote enhancement of grammar and language conventions.</p> <p>The “Conventions” lesson for “Declaration for the Rights of the Child” in Unit 1 addresses 6L.1a, “Ensure that pronouns are in the proper case.” The teacher is instructed to explain, “A pronoun is a word that takes the place of a noun or another pronoun. The pronoun case is the form a pronoun takes to show whether it is being used as a subject, an object, or a possessive.” The lesson continues to provide examples and definitions of each type of case. The students are then given sentences that relate to the article in which they identify the pronoun case, such as, “When a child is born, he or she will be entitled to special human rights.” Students then use pronoun case to replace proper nouns in the text. This mini-lesson includes scaffolded support for students who do not grasp the materials after formative assessment and ancillary materials for deeper understanding.</p> <p>The “Conventions” lesson for “Michaela DePrince: The War Orphan Who Became a Ballerina” in Unit 1 addresses 6L.1b, “Use intensive pronouns.” The mini-lesson outlines the difference between reflexive and intensive pronouns, clarifying, “Intensive pronouns are used to emphasize the importance of the subject.” Students are given sentences and asked to determine whether the pronoun is reflexive or intensive using</p>

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			sentences directly from the text. Students are then asked, "Write three sentences about Michaela DePrince's life using intensive pronouns. Use a different intensive pronoun in each sentence." This mini-lesson includes scaffolded support for English Language Learners, an alternate assessment for students who do not grasp the materials, and ancillary materials for deeper understanding.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Writing tasks build on each other throughout the unit and lead to understanding needed for the culminating performance task. For example, in Unit 2, the independent-based assessment has the students complete an explanatory essay responding to the question, "How can animals and people help one another? The small group assessment instructs the learners to discuss how the people and animals relate to one another and add the ways that those relationships were unexpected or shocking. Finally, the whole class learning assessment asked the students to write an explanatory essay in which they would explain the traits the authors believe people and animals have. Each assignment unfolds another layer of understanding.
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics are provided for different types of writing and indicate scoring points for different areas. In a given assessment, a rubric for an informative/explanatory composition explains that scoring four points means the writing submitted has all areas of the prompt covered, that it is clear and appropriate to the purpose, and establishes a these statement. In addition, the rubric provides exemplary development of ideas and usage of language and conventions. Using this evidence, it can be said that the collection has included a fair supply of rubrics for guided as needed to improve student performance.
	<p>REQUIRED</p>	Yes	The materials use varied methods of assessment,

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	<p>7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		<p>including a range of pre, formative, summative, and self-assessment measures. Students are given daily work that teachers can use as formative assessments, including text annotations, vocabulary practice, text-dependent questions, and group discussion questions. Teachers are given "look-fors" to assess student learning. Each unit does contain pre and summative assessments that address a range of standards that students answer in a multiple choice or multiple select formats. The students are also given a writing summative assessment that directly addresses essential questions that students build upon and prepare to answer throughout the novel. The independent writing assessment is coupled with a speaking and listening task to address those skills as well. In addition, students are able to reflect on their own goals. Therefore, the different modes of assessment are evident in the collection for both teacher and student use.</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials are unbiased and accessible to all students. Texts given are of the appropriate complexity and assess students proficiency using methods, such as writing and speaking. Notes are also given to the teacher to assist with scaffolding where the instruction is modified easily for all learners.</p>
<p>Section IV. Scaffolding and Support</p>			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>As a pre-reading activity for each unit, students are given a hook, a writing activity, a skills assessment, and a vocabulary activity. For example, in Unit 1, students watch a video about competition, address a writing prompt about whether competition should be a part of childhood, rate themselves using a skills assessment, and then use mentor sentences to preload academic vocabulary with five words. Within each text, students have access to the text background, information about the author, and a list of standards that the text will address. To summarize, it is evident that scaffolding</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			tactics are used throughout the units to improve the instruction behind the reading curriculum.
	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 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 maintain the ultimate goal of students gaining full comprehension of complex texts. Students do not practice discrete skills and strategies in isolation; they read and reread to continue deeper understanding of the text while discussing, taking active notes, and responding to writing prompts.
	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	The materials regularly direct teachers to return to focused parts of the text to guide students through activities in analyzing the text. For example, after the first read and comprehension check with the excerpt "A Long Way Home," teachers are directed to walk students through an annotation model in which students directly return to the text. Teachers are also given indicators and scaffolded questions to redirect students to specific parts of the text. In this excerpt, the teacher is instructed to ask students to look at paragraph four specifically, stating, "Have students mark words in paragraph 4 that indicate that this narrative is written in the first person." All in all, teachers are continuously directed to focus on specific parts of the texts to promote deeper analysis and comprehension of the material provided.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Students only see isolated texts on a page and have drop down menus that ask questions in relation to a text. Teachers see a planning page and then have access to the same page that the students see. Lessons and materials follow a predictable, user-friendly format with easy to read notes and student directions. Tabs and pull down menus make it easy to navigate through the units and tasks.
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional	Yes	Appropriate suggestions and materials are provided for supporting student needs at the unit and lesson level. Teachers are given specific directions and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.).		alternate materials for English Language Learners, such as scaffolded questions to support comprehension. Audio is given for each text. The teacher's edition of the text also includes notes on common difficulties in meeting standards and strategies for teachers to help scaffold.
	8f) 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	Each unit directs teachers on how to implement activities within the allotted time. Each of the five units is 36 days of 40-50 minute lessons, making 180 days of instruction. Teachers are advised by the publisher to combine lessons for block scheduling.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The materials provided are appropriately complex by examining both qualitative and quantitative measures.
	2. Range and Volume of Texts	Yes	There is a fair balance throughout the distribution of texts where variety of genre and type is evident.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Students engage with the text to promote a deeper understanding through various methods while integrating a multitude of skills aligning with the standards.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Text dependent and text-specific questions and tasks all align with the required reading standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	The tasks integrated in the collection are text dependent and task specific while using the terminology aligning with the standards of the curriculum.
	7. Assessments	Yes	Rubrics, guidelines, and exemplar writing pieces are all provided to foster a development in the area of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			written composition. Assessment tools are provided to check for understanding throughout the unit collectively.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Many opportunities are provided to the student to support the full comprehension of complex texts.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myPerspectives**

Grade: **7**

Publisher: **Pearson Education, Inc.**

Copyright: **2017**

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

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

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

⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁹ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Both qualitative and quantitative analyses were used to determine the complexity. Out of the forty measurable texts, more than half of the selections fall within the 6-8 Lexile and 6-8 "stretch" Lexile bands. When the quantitative score does not reach the preferred range, the complexity of the piece is still present using qualitative measures. For example, "Dark They Were, and Golden-Eyed" measures extremely low on the Lexile scale at 490L, but the text is justified because deeper concepts are addressed, such as cultural adaptation and colonization. Another example is seen in Unit 5 titled "The Circuit" by Francisco Jimenez where the score is 730L, but it contains many references to regionalisms and utilizes Spanish terminology. Overall, the units do reflect the rigor needed in the seventh grade to align with the standards presented.
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	Most texts are previously published texts that are well crafted, and represent the quality of content, language, and writing needed to align with the grade-level ELA standards. Some examples of this include Maya Angelou's memoir, a drama excerpt from A Christmas Carol, Al Gore's Nobel Speech, and an excerpt from Helen Keller's autobiography. The texts provided vary from previously published poems, excerpts from novels, short stories, literary nonfiction essays, folk literature, news articles, blog posts, speeches, and plays.

⁹ 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](#)"

¹⁰ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p> <p>Yes</p>	<p>The texts in the units are connected thematically and build vocabulary knowledge through tasks in reading, writing, listening, speaking, and language. For example, in the Turning Points Unit, a short story titled "Thank You Ma'am," connects to the essential question of the unit. This question was "What can cause a sudden change in someone's life?" Another example is seen in Unit 2 where the topic is "The People and the Planet." Students begin the unit by reading a model argument essay, then they read multiple texts and answer text based questions. These steps all build up to the performance based assessment that asks students to write an argument essay using what they have learning in the unit to answer the overarching question: "What effects do people have on the environment?" Students are encouraged to use academic vocabulary learned in the unit to answer this question.</p> <p>Texts do not increase across a grade level. Rather, complex and less complex texts are integrated purposefully into each unit to support students in understanding the theme and unit ideas. Texts increase across grade bands. Texts in 8th grade contain more challenging concepts and topics than those introduced in 6th grade. For example, all grade levels have a unit on people and their purpose. In 6th grade, students study what causes people to explore. In 7th grade, students study about changes people's life and in 8th grade, students learn about human intelligence.</p>
<p>2. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3,</p>	<p>REQUIRED</p> <p>2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>There is a balance between literature and informational texts. For example, Unit 1 includes news articles, blogs, two memoirs, multiple poems, short stories, and videos. A similar variety is seen throughout all units in the collection. Overall, there are 25 literature texts and 25 informational texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Texts of different formats and lengths are included. Materials include texts, blogs, news articles, novel excerpts, poetry, audio, media videos, memoirs, dramas, historical fiction, folk literature, fables, and informational texts.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	Informational texts with informational structure are included throughout the curriculum. For example, in Unit 2, A Future of Space Exploration is an informational article. There is also an interview in this same unit that uses informational structure.
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Each unit includes three to four texts that students read independently that connect to the classroom concepts or topics. For example, in Unit 3, students can choose to read texts such as, "Little Things are Big" by Jesus Colon and "Profile: Malala Yousafzai" published by BBC. Therefore, additional materials do increase the opportunity for regular, accountable independent reading to promote continuous engagement and interest with reading.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 3. 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</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED 3c) In grades K-2, materials provide instruction and practice in</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p>3g) *Indicator for grades K-2 only</p>	N/A	

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.		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS:</p> <p>Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>Questions and tasks focus on understanding the text, making connections among texts in the collection, and expressing their understanding of the topics. Knowledge is built over the course of the unit. For example, in Unit 1, students are introduced to the topic Generations. Students are given the essential question "What can one generation learn from another?" As a whole class, students read two texts and answer questions such as, "In what ways does the mother pressure her daughter to change?" and "What have you learned about how people of different generations interact from reading this story?" Students also read four texts in small group learning environments and respond to connected questions, such as "What are two life lessons Angelou thinks people should learn?" and "What did Mica learn when she began to create art with her daughter?" Finally, students choose between four texts during independent learning and answering questions, such as "Notice new information or ideas you learn about the unit topic as you first read the text." At the end of the unit, students answer the essential question in a performance based assessment and complete a unit reflection. All other units follow a similar pattern in connected, coherent activities with thought provoking questions leading to the overarching concept.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>Students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in the "Facing Diversity" unit, students are asked to analyze two texts that fall within the stretch Lexile band for the 6-8 grade levels. These text selections range from "Silent Spring" and Al Gore's "Nobel Speech" with a relative video. After reading and analyzing the texts and video, students brainstorm an essay, "Use the knowledge you gained from the selection in this section as well as from your own experience to write an argument in which you take a position on the following question: "What is the most significant effect that people have on the environment? After you write your argument, turn it into a blog post, and post it to a school or classroom website. Be sure to include links to your sources." Students first brainstorm ideas by comparing authors' purpose in a class discussion, then plan and draft an essay with sentence starters and a checklist as provided by the publisher. Students are given the tools to draft, include transitions, and revise before editing, proofreading, publishing, and presenting.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Texts include language development lessons, which can include concept vocabulary, words study, word networking, conventions, author's style, and media vocabulary. For example, in Unit 4, students read the text The Phantom Tollbooth Act I and answer questions and tasks, such as "How does the concept vocabulary sharpen the reader's understanding of some of the key ideas being explored?" Then, a question prompts a student to use a dictionary to "...look up three words that have the same denotation: stingy, economical, thrifty. First, write down the denotation they share, then explain the nuances in their exact meanings." Based on the evidence, it can be concluded that questions and tasks presented in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the collection do support student examination in the realm of language.</p> <p>Students are given a few vocabulary words in each selection that relate in some way, similar in either roots or theme. For example, in "The Last Dog," students are given "extinct," "mutation," and "threatening." As in all texts, students are first asked, "Why these words?" and instructed to discuss the connections the words may have. Then, students are asked to confirm understanding by using the words in sentences. The task is then extended, introducing the Latin suffix, "-tion," and given extension words to explore meanings. Finally, students are given a mini-lesson on simple and compound subjects and predicates, elaborating, "two simple sentences can be combined to form a sentence with a compound subject or a compound predicate." Students are instructed to find examples within the text and then revise a paragraph. This lesson includes scaffolded support for English Language Learners and ancillary materials for the vocabulary and grammar mini-lessons.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The majority of questions in the materials are text-dependent and text specific. All questions in the materials are related to texts, including language and vocabulary questions. For example, students are taught about the conjunctions using the article "Tutors Teach Seniors New High-Tech Tricks." They are given concept vocabulary words that are used in the story. Comprehension questions are structured to encourage students to return to the text. Questions that are not text-dependent serve as hooks to give context to later question items. Another specific instance is seen in Unit 3 where students analyze the media from Scrooge and cite textual evidence to respond to the prompted questions. The following question items were noted</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (<i>Note: not every standard must be addressed with every text.</i>)</p>	Yes	<p>from this unit: "What do you think the Ghost of Christmas Present means when he says Scrooge may be 'more worthless than millions?'" and "Based on the details in the clip, do you think Scrooge understands and appreciates the Ghost's meaning? All texts include text dependent questions and students are asked to discuss and write to answer those questions.</p> <p>Questions include the language of the standards and require students to engage in thinking at the depth and complexity required by the standards to advance learning over time. For example, on the Unit 4 assessments, students are asked a variety of questions, categorized by Reading Comprehension, Vocabulary, Word Choice, Analyzing Craft and Structure, Analyzing Theme, and others. An analyzing craft and structure question asks students to identify point-of-view of a story and then provide the best evidence to support their answer. It is seen that questions and tasks to promote student engagement with in depth thinking of the text to advance their learning over time.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level</p>	Yes	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts in varied lengths and time demands. For example, in Unit 1, students have complete tasks such as whole class format discussions, note taking, graphic organizer completion, host informal peer conversations, research to clarify unfamiliar details, write a nonfiction narrative, and discuss a unit reflection. Therefore, these prominent opportunities require students to engage effectively, as determined by the grade-level standards.</p> <p>Most oral and written tasks require students to demonstrate the knowledge they built through analysis and synthesis of texts. Students read multiple texts to address the essential question and to complete the Performance Based assessment, which requires students to analyze and synthesize. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	language and conventions and drawing on textual evidence to support valid inferences from text.		example, in Unit 2, students write an argumentative essay and answer the question, "Should we spend valuable resources on space exploration?" after reading multiple texts and answering questions and tasks. In Unit 5, students write an informative essay about how people can overcome adversity in the face of overwhelming obstacles after reading multiple texts and gathering information. To close, a vast majority of oral and written tasks require students to demonstrate the knowledge they built through 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.
	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	
	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 (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Writing tasks are aligned to the three modes of writing as outlined by the standards at each grade level. In the seventh grade collection, students are given multiple tasks, including opinion/argumentative, informative, and narrative. On the other hand, the sixth grade collection had a heavy amount of narrative writing. This shows that the seventh grade collection is more focused on opinion/argumentative and expository writing pieces which are all text based. More specifically, Unit 1 has students writing and presenting a nonfiction narrative, then writing a nonfiction narrative with a multimedia presentation. Similar structures of writing tasks are evident throughout all of the other units as well.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Each question in the Teacher's Edition is paired with a possible response that includes what teachers should look for. A master document outlining an answer key for all assignments is also provided, as are exemplar essays for performance tasks.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>Materials address grammar and language conventions through language development lessons connected to the texts. For example, in Unit 2, students read "Dark They Were, and Golden Eyed" and study concept vocabulary, synonyms and nuances, and adjectives and adverbs that compare. Students apply these skills in the contexts of reading and writing. For example, students write a paragraph that discusses the use of imagery in the selection using comparative and superlative adjectives and adverbs whenever possible.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress includes gradual release of supporting scaffolds to measure their independent abilities. Each unit includes a writing assignment that walks students through the mode of writing for the unit in a step by step process before having students complete the end of unit writing prompt without these supports.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Rubrics are provided for different types of writing and indicate scoring points for different areas. For example, the Unit 5 performance task has a rubric indicating possible scoring for completed writing entries. The Informative/Explanatory Writing Rubric explains that a score of point four response addresses that the prompt instructs. The rubric indicates that for full credit, the essay is "clearly appropriate to the purpose and responsive to the specific demands of the prompt" and "establishes a clear thesis statement." In addition to focus and organization, the rubric defines exemplary development of ideas and use of language and conventions. When using the rubric, teachers can score essays and give immediate feedback to students with constructive ways to improve writing.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>The seventh grade collection does include a beginning, middle, and end of the year assessment that has an interpretation guide to help teachers interpret data and student performance. Also, both print and digital "end of the unit" assessments are included. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			performance based writing task is a culminating unit assessment as well.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Texts are of the appropriate complexity and assess student proficiency using methods such as writing and speaking.
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p> <p>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 strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p> <p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. For example, in Unit 3, students watch a video, discuss, set unit goals, and review vocabulary at the beginning of the unit as well as look at a model explanatory text.</p> <p>Each text is complex and asks basic comprehension questions before moving onto addressing the standards. For example, the excerpt from "An American Childhood" gives basic comprehension questions for formative assessments that increase rigor directly after the first read but before students are asked to analyze the text closely and examine its craft and structure. The students are asked questions such as "What does Dillard most want to see through her microscope," "How do Dillard's parents react when she tells them what she discovered when looking through the microscope," and "Confirm your understanding of the text by writing a summary." Therefore, materials must have the goal of students gaining full comprehension of complex text through various strategies that build knowledge and insight.</p> <p>In each unit, there are regularly directing teachers to return to focused parts of the text to guide students through activities in analyzing the text. For example, after the first read and comprehension check with the excerpt titled "An American Childhood," teachers are directed to walk students through an annotation model in which students must refer back to the text. Teachers are also given indicators and scaffolded questions to redirect students to specific parts of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			text. In this excerpt, the teacher is instructed to ask students to look at paragraphs 8-11 specifically, stating, "Have students mark details in these paragraphs that reveal the author's thoughts and feelings." It can be concluded that materials guide the students thinking through the text to heighten understanding and comprehension.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Lessons and materials follow a predictable format with easy to read teacher notes and student directions. Tabs and pull down menus make it easy to navigate through the units and tasks.
	8e) 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	Each level of instruction is supported with strategies for tackling the units embedded in this collection. Alternate materials are given specifically to English Language Learners with scaffold questions. Additionally, an audio version is given for the text, which makes tones and diction accessible for all learners. The teacher's edition of the text also includes notes on common difficulties in meeting standards and strategies for teachers to help scaffold.
	8f) 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	Units are mapped out for 30-40 days worth of lessons, which is reasonable and allows for maximum understanding. Additionally, each unit is paced according to skill level and directs teachers on how to implement the activities within the allotted time. Teachers are advised by the publisher to combine lessons for block scheduling.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The texts provided in the curriculum reflect both qualitative and quantitative levels of rigor suitable for the grade level.
	2. Range and Volume of Texts	Yes	The collection has a fair balance between the diverse structures of texts provided.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Other lessons stemming from language, speaking, and writing standards are evident by using various activities to improve student accuracy.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The questions posed throughout all of the units encourage the student to refer back to the text in order to choose the correct response and also to respond accordingly to a given writing prompt.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	A myriad of tools are given to both teacher and student to support the understanding of writing, speaking, listening, and language skills.
	7. Assessments	Yes	Rubrics, guidelines, and exemplar writing pieces are all provided to foster a development in the area of written composition. Assessment tools are provided to check for understanding throughout the unit collectively.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The curriculum is accessible to all students and built in a way where teachers can modify the instruction to suit their students' needs.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myPerspectives**

Grade: **8**

Publisher: **Pearson Education, Inc.**

Copyright: **2017**

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

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

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

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

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

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

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

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹³ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	<p>Yes</p>	<p>Qualitative and quantitative analyses are used to determine complexity. Qualitative measures are applied to all texts measuring them on knowledge demands, structure, language conventionality and clarity, and levels of meaning or purpose. For example, "Just Be Yourself" and "You are the Electric Boogaloo" are two paired texts measuring low on the on the Lexile scale at 680L and 760L, respectively, but the texts are justified because they qualitatively achieve knowledge demands, structure, language conventionality and clarity, and levels of meaning and purpose. Similarly, materials at the other end of quantitative spectrum, such as "Uncle Marcos" from "The House of the Spirits" measure 1420L, which is very high on the Lexile scale. This can be justified because as the planning materials explain, "The excerpt includes unfamiliar and fantastical situations. Although students may not be able to connect the story to their own experiences, the situations and feelings are explained. The selection is a linear story with a third person narrator, no dialogue, and has very long descriptive paragraphs. The selection contains long, complex sentences, some challenging vocabulary, mystical references, and figurative language. The meaning is straightforward but may be difficult to grasp due to challenging language and structure." AS discussed, the materials do provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p>

¹³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	More than 90% of the texts are authentic and rich in opportunities for students to meet the eighth grade ELA standards. Texts vary from previously published poems, excerpts from memoirs, excerpts from novels, short stories, literary nonfiction pieces, essays, graphic novel excerpts, articles, blog posts, speeches, and plays.
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	Texts in the units are connected thematically and build vocabulary knowledge through tasks in reading, writing, listening, speaking, and language. For example, in the Human Intelligence Unit, a memoir excerpt from Blue Nines and Red Words, "Born on a Blue Day," connects to the essential question of the unit, "In what different ways can people be intelligent?" Students are asked to do a first read of the text, and then engage in the text through annotating and responding opportunities. After reading, students are asked to define highlighted words in the story with the directions to use base words or context clue to define. Students are then asked a series of questions increasing in rigor to check for comprehension. Next, the students address speaking and listening standards through a discussion of the text before performing a close read, analyzing key details. The close read addresses reading and writing standards. Finally, students are given a lesson on craft and structure. Students are asked to refer back to "Born on a Blue Day" in later performance and writing tasks, deepening the use of the text throughout the unit of study. With this specific evidence, it can be concluded that materials do provide a coherent sequence of connected texts that foster the development of vocabulary knowledge through various tasks.

¹⁴ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Texts do not increase across a grade level. Rather, complex and less complex texts are integrated purposefully into each unit to support students in understanding the theme and unit ideas. Texts increase across grade bands. Texts in 8th grade contain more challenging concepts and topics than those introduced in 6th grade. For example, all grade levels have a unit on people and their purpose. In 6th grade, students study what causes people to explore. In 7th grade, students study about changes people's life and in 8th grade, students learn about human intelligence.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>There is a clear balance between literature and informational texts. Overall, this collection contains 17 literature texts and 32 informational texts. It should be noted that many of the informational texts comprise of memoirs, letters, or biographies, and they have a narrative structure. Additionally, the literature texts included have a significantly greater word count than the informational texts.</p>
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Texts of different formats are included in the collection. This includes formats ranging from blogs, news articles, novel excerpts, short stories, poetry, audio sound bites, photo galleries, media videos, memoirs, dramas, historical fiction pieces, literature, myths, informational texts, drama excerpts, timelines, diary excerpts, speeches, and transcripts.</p>
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Yes	<p>Informational texts with informational structure are included throughout the curriculum. For example, in Unit 4, an article about Albert Einstein's brain and another article about emotional intelligence both follow informational structure.</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	<p>Out of the forty-nine texts in the eighth grade collection, twenty-three of the texts are intended for independent reading practice. Additionally, each unit has a "Teaching With Trade Books" section where teachers can select novels to incorporate them into the units. For example, Unit 1, Rites of Passage, has</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			extension materials for "Rules of the Road" by Joan Bauer, "The House on Mango Street" by Sandra Cisneros, and "All Quiet on the Western Front" by Erich Maria Remarque. Therefore, additional materials do increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS:</p> <p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED</p> <p>3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		
	REQUIRED 3d) 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.	N/A	
	REQUIRED 3e) 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.	N/A	
	REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	N/A	
	3g) *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	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>Each unit of the collections has a set of texts and other media that adhere to a theme. Over the course of the unit, students build upon skills that ultimately allow them to answer an essential question in a fashion that integrates multiple texts. For example, in the Human Intelligence unit, students are introduced to the essential question, "In what different ways can people be intelligent?" In each selection for the unit, the essential question is readdressed to relate to the specific text they have focused on. Students are asked, "What have you learned about human intelligence from reading this story?" Students are then asked to write a narrative and/or informative speech to answer the prompt: "Imagine yourself as Charlie at the beginning of June, ten weeks after the experimental surgery. Write an informative speech on this question: What has happened to you so far as a result of the experiment and what do you predict will happen to you as time progresses?" The students then repeat a similar cycle, bringing in more texts that connect to the unit theme in the form of memoirs, poems, argumentative essays, info graphics, blog posts, and explanatory essays. Students are given a total of three performance tasks and one summative assessment throughout the unit to show understanding of the materials and theme. To close, students are given opportunities to express their understanding of the entire concept as they build knowledge throughout each section of the unit.</p>
	<p>REQUIRED</p> <p>4b) 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</p>	Yes	<p>Texts include questions and tasks that require students to read, write, speak, listen, research, and develop language skills using quality complex texts. Questions and tasks include making meaning, language development, and effective expression, which require students to integrate skills to build and apply knowledge. For example, in the Invention Unit,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		<p>students are asked to analyze two texts, and then write an argumentative essay in which you make a claim that answers an overarching question. The question is "Which text best describes the dream or fantasy of human flight? Be sure to clearly state your position and support it with logical reasoning and evidence from the texts." Students first brainstorm ideas by discussing what makes an invention successful as a class, then plan and draft an essay with sentence starters and a checklist. Students are given the tools to draft this composition, such as transitions. Therefore, 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.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Students study language critical to the meaning of texts by focusing on advancing the depth of word knowledge through emphasizing the meaning and relationships among words. Students are given a few vocabulary words in each selection that relate in some way, either in similar roots or themes. For example, in "25 Years Later, Hubble Sees Beyond Troubled Start," students are given three key words and asked about their connection to the text. The lesson is extended through a task promoting the exploration of meaning behind Latin roots and the use of additional punctuation marks, including the dash and ellipses. Students are asked to find examples of these punctuation marks throughout the text. To conclude, questions and tasks do support students in examining language critical to the meaning of texts. In other texts and units, students are given similar tasks as mentioned.</p> <p>Students are given a few vocabulary words in each selection that relate in some way, either similar in roots or theme. For example, in "25 Years Later,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Hubble Sees Beyond Troubled Start," students are given "dismay," "controversy," and "outcry." As in all texts, students are first asked, "Why these words?" and instructed to discuss the connections the words may have. Then, students are asked to confirm understanding by using the words in sentences. The task is then extended, introducing the Latin root, "-vers-," and given extension words (and a reteach option for teachers) to explore meanings. Finally, students are given a mini-lesson on dashes and ellipses, providing examples to use either, and instructed to find examples within the text. Students are asked to work with a group to address the instructions, "The following quotations are passages from the news article. Use an ellipsis to omit a portion of each without altering the meaning." Students are then asked to summarize the article using a dash and an ellipsis in their answers.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>Most questions in the materials are text dependent and text specific. Student ideas are expressed through both written and spoken responses. For example, in Unit 5, students read the text titled "To Fly" from Space Chronicles by Neil de Grasse Tyson. They were instructed to respond to many text-based question items, such as "According to Tyson, what two ideas did people once think were impossible even though they do not defy any laws of physics?" Also, another question prompted, "What is the author's attitude toward the achievements he describes? Explain your interpretation." All texts include text dependent questions and students are asked to discuss and write to answer those questions.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note:</i></p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth of complexity required by the grade-level standards to advance and deepen student learning. For example, in Unit 1, students read the text titled "The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<i>not every standard must be addressed with every text.)</i>		Medicine Bag" and answer questions, such as "What can a reader infer about Grandpa's appearance from these descriptions?" Another example is seen in Unit 4 where students read the text titled Flowers for Algernon and respond to the following question items: "Who is the narrator of this story?", "What point of view does this narrator use?", and "What possible theme is suggested by Charlie's experience?" It can be concluded with this evidence that the language standards are integrated with the engagement of the texts provided.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	Materials do include a variety of opportunities for students to listen, speak, and write about their understanding of texts in varied lengths and time demands. For example, in Unit 3, students have complete tasks, such as whole class formal discussions, note taking, graphic organizer completion, host informal peer conversations, research to clarify unfamiliar details, write an argumentative essay, and complete a unit reflection. This is evident in the units comprising the collection.
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Yes	Most oral and written tasks require students to demonstrate the knowledge they build through analysis and synthesis of texts. Students read multiple texts to address the essential question and to complete the performance-based assessment, which require students to analyze and synthesize. For example, in Unit 3, students write an argumentative essay and answer the question, "Is it important for people to make their own choices in life?" The texts and tasks in the unit all led up to this final prompt. The same pattern is seen in all other units. Therefore, students are required to draw on textual evidence to complete their responses sufficiently.
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.		
	<p>REQUIRED</p> <p>6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	Writing tasks are aligned to the three modes of writing as outlined by the standards at each grade level. In the eighth grade collection, students are given multiple tasks, including opinion/argumentative, informative, and narrative. On the other hand, the sixth grade materials were heavy in narrative writing. The eighth grade materials were more focused on opinion/argumentative and expository pieces, which are all based on texts. In Unit 1, students are asked to write a nonfiction narrative, present a nonfiction narrative, and write a final nonfiction narrative. This pattern is evident in the following units. In other words, the narrative prompts do decrease in number over time and the standard to involve text-based writing increases.
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	Yes	Each question in the Teacher's Edition is paired with a possible response that includes what teachers should look for when evaluating student writing. A master document outlining an answer key for all assignments is also provided, as are exemplar essays for performance tasks.
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text's meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	Yes	Grammar and language conventions are addressed in the collection through appropriate application and various opportunities. Standards are not addressed in isolation and each standard is addressed over the course of all five units. For example, in Unit 3, students read "Words Do Not Pay" and study concept vocabulary, a specific prefix, and other rhetorical devices. Students apply these skills in the context of reading and writing. Therefore, the appropriate language standards are integrated in the units and connect to the texts provided.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely</p>	<p>REQUIRED</p> <p>7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to</p>	Yes	Measurement of progress includes gradual release of supporting scaffolds to measure their independent abilities. Each unit includes a writing assignment that

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<p>measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>measure their independent abilities.</p>		<p>walks students through the mode of writing for the unit in a step-by-step process before having students complete the end of unit writing prompt.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. These rubrics can be found for each mode of writing in the tool kit. There is an example model writing for scores 1-4 as well as a rubric for scoring. Also, the planning documents and unit answer keys are included.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>The materials use varied methods of assessment, including a range of pre, formative, summative, and self-assessment measures. Students are given daily work that teachers can use as formative assessments, including text annotations, vocabulary practice, text-dependent questions, and group discussion questions. Teachers are given "look-fors" to assess student learning. Each unit does contain pre and summative assessments that address a range of standards that students answer in a multiple choice or multiple select format. The students are also given a writing summative assessment that directly addresses essential questions that students build upon and prepare to answer throughout the novel. The independent writing assessment is coupled with a speaking and listening task to address those skills as well. In addition, students are able to reflect on their own goals. An example of this is seen in the Rites of Passage Unit where students self-assess their personal goals in Reading. Therefore, the different modes of assessment are evident in the collection for both teacher and student use.</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Texts are of the appropriate complexity and assess student proficiency using methods such as writing and speaking. These materials are unbiased and accessible to all students. For example, sidebars are given in the texts that explain the purpose of the concept and</p>

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			teachers are provided with notes to assist in modifications. In the article titled "25 Years Later, Hubble Sees Beyond Troubled Start," teachers are instructed to direct ELLs simply to a particular paragraph where the ideas can be introduced without fully comprehending the text. This is evident in all other units, as well.
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engaged students with understanding the text itself. For example, in Unit 5, students watch a video, discuss it, set unit goals collaboratively, and review connected vocabulary terms. To confirm, pre-reading activities do not exceed more than 10% of the time devoted to the reading instruction.
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Materials have the goal for students to gain full comprehension of complex texts rather than practicing skills and strategies in isolation. Additionally, students read and reread for understanding of the texts as well as discuss, take notes, and write to prompts that promote textual understanding.
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	In each unit, there are opportunities to annotate the text and promote discussion about concepts revealed through comprehension. For example, in Unit 1, students read the text, "The Medicine Bag" and are directed to closely analyze a particular paragraph to mark details that describe Grandpa's appearance. Students also signal details in paragraphs 12-13 and 18-21 that show how the narrator and Cheryl each greet Grandpa. Therefore, 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.

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	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.	Yes	Lessons and materials do follow a predictable format with easy to read teacher notes and student directions. Tabs and pull down menus make it easy to navigate through the units and tasks. This creates a user friendly, well-organized presentation for both students and teachers.
	8e) 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	Teachers are given specific directions and alternate materials for English Language Learners by scaffolding questions to address comprehension and standards. Additionally, an audio version is given for each text, which makes tone and diction accessible to all readers. The teacher's edition of the text also includes notes on common difficulties in meeting standards and strategies for teachers to help scaffold.
	8f) 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	Each unit is paced according to skill level and directs teachers on how to implement the activities within the allotted time. Each of the five units is paced at thirty-six days with 40-50 minute lessons, making 180 days of instruction. Teachers are advised by the publisher to combine lessons for block scheduling.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The texts in this collection sit both qualitative and quantitative standards as required by LSS.
	2. Range and Volume of Texts	Yes	Each unit is comprised of various structures, lengths, and genres of engaging texts for different levels of instruction, such as whole class, small group, and independent reading.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	

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III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	The selections presented in each unit represent cohesiveness aligning with one common concept addressed in the overarching essential question.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	The collection provides higher-order thinking questions that consistently require students to refer to the text.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Skills in other areas are successfully integrated in the collection and maintain connectivity to all overall understanding of the texts provided.
	7. Assessments	Yes	The collection provides all forms of assessments to evaluate student work throughout the curriculum where both student and teacher can evaluate completed work using sufficient checklist, rubrics, and other meaningful tools.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	The collection provides support to both teachers and students to fully comprehend texts despite complexity by giving various resources and modifications suiting a typical, diverse classroom.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.