



Office of Teaching and Learning

ELA K-12 Louisiana Student Standards Review: 9-12 ELA

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

Title: myPerspectives

Grade: English I-IV

Publisher: Savvas Learning Company LLC

Copyright: 2017

Overall Rating: Tier 1, Exemplifies quality

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

- **Writing:** Multiparagraph Writing in Grades 3-12 (W.1, W.2, W.3) and Thesis Statements in Grades 5-12 (W.1)

The following criteria/indicators may be impacted:

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

This review **remains a Tier 1 rating**. As a result of these changes, the following chart identifies the potential impact on specific elements in the current review. The LDOE recommends that system curriculum staff, school leaders, and teachers consider this information when selecting and using instructional materials.

Non-Negotiable Criterion 6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:

The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.

Indicator	Currently in the Rubric	Alignment Review	Impact of Review
REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	This program is currently reviewed as “Yes” for this criterion because the materials provide a variety of opportunities for students to listen, speak, and write about their understanding of texts through a consistent instructional progression from whole group to small group and individual work. This structured framework allows students to process and communicate their textual comprehension through both formal and informal instructional protocols. Additionally, Performance-Based Assessments (PBA) are integrated throughout the units, adding extra support and variety to ensure students can successfully demonstrate their understanding through collaborative oral communication and independent written expression.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
REQUIRED *Indicator for grades 3-12 only	This program is currently reviewed as “Yes” for this criterion because the materials	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for

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.	include a consistent instructional model that repeats across each unit, allowing students to unpack meaning through the analysis and synthesis of multiple texts. This structured format systematically guides students through whole-group, small-group, and independent work, preparing them to respond to text-dependent questions. These tasks directly scaffold performance-based assessments and writing progressions.		English Language Arts.
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).	This program is currently reviewed as “Yes” for this criterion because the materials provide multiple opportunities to practice across all required modes of writing. Students receive targeted, scaffolded support across lessons.	Aligns	Materials align with the Writing strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

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



Title: myPerspectives

Grade: 9-12

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 9 \(Tier 1\)](#)

[Grade 10 \(Tier 1\)](#)

[Grade 11 \(Tier 1\)](#)

[Grade 12 \(Tier 1\)](#)

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

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



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



Title: **myPerspectives**

Grade: **9**

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.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
Tier 1 and 2 Non-Negotiable 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	REQUIRED 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. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Texts are appropriately complex for the grade level. Texts range in length, organization, structure, and point of view. Sentence structure and syntax cause some texts to be more challenging than others. Additionally, many texts require students to have some knowledge about the topic to make meaning of the text. Students are expected to have prior knowledge about historical periods, from ancient history (The Odyssey) to modern American history ("I Have a Dream").
	REQUIRED 1b) At least 90% of texts are authentic ⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	Texts are authentic and offer rich opportunities to meet the LSS. Texts include published works such as, "A Quilt for a Country."

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
progression of complex texts as stated by Reading Standard 10. <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> ☒ Yes ☐ No	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. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. 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.	Yes	Materials represented in each collection are grouped by theme (i.e. civil rights, star-crossed romance) and focus on specific guiding questions. Within a collection, text complexity ranges, text types vary within a collection vocabulary is highlighted.
	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.	Yes	Complexity increases across grade 9 units based on anchor text selections. Each anchor text increases in Lexile as materials progress through the units; for example, Unit 2 anchor text The Seventh Man has a Lexile of 910, Unit 3 anchor text is 1120. Unit 4 is Romeo and Juliet, which provides complex read and Unit 5 anchor text The Odyssey 's elevated writing provides complexity that exceeds that of Unit 2.
	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.)	Yes	Units are a balance of informational texts and literary (novel excerpts, poetry, short stories, drama). Each text in the unit maintains theme of unit and works to vary text complexity.
	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.)	Yes	Materials include print texts of varied lengths, as well as non-print texts in the form of videos, photo essays, podcasts, and images.
	REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No	lengths (e.g. short stories and novels).		
	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).	Yes	Informational text is presented in various structures, such as interview, essay, and editorial. Essays such as The Immigrant Contribution by John F. Kennedy in Unit 1. Editorials such as The Moral Logic of Survivor Guilt in Unit 2, Interviews from The Hero's Adventure in Unit 5.
	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.	Yes	Additional texts, including full-length novels, can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
Section II. Foundational Skills (grades K-5 only)			
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 of types and disciplines. ☐ Yes ☐ No	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.	N/A	
	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. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 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.	N/A	

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*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	<i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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			
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. ☒ Yes ☐ No	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.	Yes	Material includes comprehension questions (see p. 19 of 281 in online teacher's edition under "Making Meaning"). Students are engaged in rereads of sections of the text with a different question deck, forcing students to dig deeper for meaning (see p. 19 of 281 in online TE under "Close Read the Text"). Analysis questions are also asked and require students to provide evidence from the text (see p. 19 of 281 in online TE under "Analyze the Text"). Other questions focus on author's craft, structure, and vocabulary (see p. 19 of 281 in online TE under "Analyze Craft and Structure"). Performance tasks are included with every unit requiring students to express understanding of the text through writing and speaking. An example of a performance task is "How do the realities of immigrants' experiences reflect or fail to reflect American ideals?" This follows a unit on immigrant texts. Groups develop podcasts that address this question.
	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.	Yes	Each unit is organized into whole group, small group, and independent work, requiring students to read with and without support. A performance task is included for whole group, small group, and independent texts. Each task builds on the last so that students read texts, gain a deeper understanding with each series of text, and respond to the texts to show their knowledge.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).	Yes	Questions and tasks support students in examining language. For example, students are questioned about parallelism and then complete an activity using the text from "I Have a Dream" to practice understanding parallelism (see p.63 of 207 in online Student Edition under Whole-Class Learning, "I Have a Dream").
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. ☒ Yes ☐ No	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.	Yes	Reading selections contain reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. Examples of text dependent questions: How and why does Romeo kill Tybalt? When do Romeo and Juliet first mutually declare their love? Identify at least three events after Thisbe reaches the Ninus' tomb that together cause the tragedy. (Romeo and Juliet and Pyramus and Thisbe)
	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. (Note: not every standard must be addressed with every text.)	Yes	Questions/tasks include direct language from standards (i.e. "author's choice", "contribute to development", "develop a topic").
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	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	Yes	Because each unit follows a progression of whole group, small group, individual, students are given a variety of opportunities to listen, speak, and write about their understanding of texts, both formally and informally. Performance based assessments (PBA) add additional support and variety to this component. Examples of PBA: podcasts, interviews, discussions, literary criticism (See p. 164 of 281 in online TE for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
students meet the language standards for the grade. ☒ Yes ☐ No	to engage effectively, as determined by the grade-level standards.		example of PBA.)
	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.	Yes	Each unit includes analysis and synthesis of texts through questions and Performance Based Assessments. The format of tasks is a consistent model that repeats throughout each unit, allowing teachers and students to unpack layers of meaning. As students come to the close of a unit, they are expected to respond to text-dependent questions that meet the rigor of LSS. For example, with regards to the text "I Have a Dream," students are asked, "What does King mean when he refers to the African American as "an exile in his own land"? What idea is King trying to convey when he says, "unearned suffering is redemptive"? What have you learned about the power of words by reading this speech?" These and other texts and questions lead to a Performance Task in which students will use their knowledge of civil rights to write an informative essay about the literature of civil rights.
	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	Yes	Multiple (23) lessons on research writing are provided for Grade 09, providing students with scaffolded support throughout the course to practice research writing. Other tasks require students to write in the various modes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	independently.		
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Writing exemplars (score of 1-4) for each mode of writing, as well as the scoring rubric, are provided in the Toolkit.
	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.	Yes	Grammar and language are addressed through multiple lessons, including handouts and video tutorials. Teachers have access to lower grade level tutorials if needed to provide additional help to struggling students. Small group lessons require students to study language of the text and write in the style of the author (i.e. metaphor, idioms).
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Small group tasks include self-evaluation rubrics and areas on which to focus for success. Writing platform includes an essay grader to provide students with immediate feedback. Assessments build from whole group to individual.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	The Toolkit provides exemplars and student-friendly rubrics for each type of writing that will be assessed. They provide teacher and student with an understanding of expectations and skills required for successful completion of task.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessments are built in through each level of the unit (whole, small, individual), are provided for teacher and student use, and are both formative and summative in nature. Self-assessment is also provided.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive	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	Yes	Each unit contains an introduction and pre-reading activity for the unit. Some, but not all, texts selections have pre-reading activities. Activities are brief and designed to engage the student and provide any

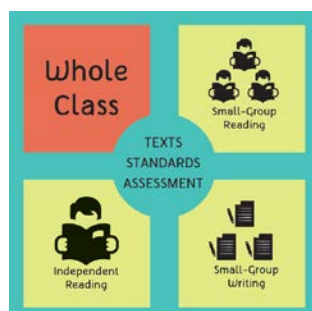
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	no more than 10% of time devoted to any reading instruction.		needed background information prior to reading. (See p. 41 of 281 of the online TE for an example of Unit Introduction)
	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 provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis.
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills.
	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	Each unit is designed and laid out identically to the others, establishing consistency and ease of use. Menus are easy to navigate. Tool bars are user friendly. User interface is clean and easy to read.
	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	ELL lessons are provided for thematic ideas, as well as reading skills needed for understanding the text. For example, an ELL lesson to identify allusions and to determine the meaning of allusions through a variety of text accompanies the text "Letter From Birmingham Jail"-There are many of these lessons provided and teachers may assign these interventions to individual students with this program. Additionally, high interest e-readers are provided for each unit to engage struggling readers in high interest topics.
	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.	No	There is more content than can be reasonably completed within a given school year. Although there is a pacing guide, the units are dense and include a substantial amount of content, potentially requiring more time than suggested.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
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	Text range in complexity based on Lexile, text type, historical time period (language, syntax). Texts are high quality and range in topic.
	2. Range and Volume of Texts	Yes	Range from traditional literary text (poetry, novel, short story drama, graphic novel) to non-fiction (editorial, photo essay, interview).
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	Materials and assessment questions coherent. Build from comprehension to analysis and synthesis.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions require students to provide evidence from the text and use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Project based assessments provide for opportunities to write, speak, and listen. Research is addressed throughout.
	7. Assessments	Yes	Self-evaluation is provided for, as are exemplars and rubrics that are student-friendly.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Consistency in layout and format allows for scaffolding and support throughout each unit.
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.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: **10**

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			
Tier 1 and 2 Non-Negotiable 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	REQUIRED 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. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Texts are appropriately complex for the grade level. Texts range in length, organization, structure, and point of view. Sentence structure and syntax cause some texts to be more challenging than others. Additionally, many texts require students to have some knowledge about the topic to make meaning of the text. Texts represent a variety of time periods. For example, in Unit 1, Poe's 19 th century gothic diction is paired with 21 st century expository nonfiction on fear.
	REQUIRED 1b) At least 90% of texts are authentic ¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	Texts are authentic and offer rich opportunities to meet the LSS. Texts include published works, such as "The Tempest."

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
progression of complex texts as stated by Reading Standard 10. <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> ☒ Yes ☐ No	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. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. 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.	Yes	Materials represented in each collection are grouped by theme (i.e. nightmares, outsiders, freedom, blindness & sight) and focus on specific guiding questions. Within a collection, text complexity ranges, text types vary within a collection vocabulary is highlighted.
	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.	Yes	Complexity increases across grade band units and across grade bands throughout the program as a whole. Complexity ranges within a unit and across units.
	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.)	Yes	Units are a balance of informational texts and literary (novel excerpts, poetry, short stories, drama). Each text in the unit maintains theme of unit and works to vary text complexity.
	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).	Yes	Materials include print texts of varied lengths, as well as non-print text in the forms of videos, photo essays, podcasts, and images. Units represent literature (poetry, short stories, dramas) and informational text (arguments, speeches, interviews).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No	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).	Yes	Informational text is presented in various structures, such as interview, essay, and editorial. (Diane Sawyer interviews with Malala Yousafzai courtesy of ABC news.), informational graphics (Unit 6), oral history (Unit 6)
	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.	Yes	Additional texts, including full-length novels, can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
Section II. Foundational Skills (grades K-5 only)			
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 of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is	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.	N/A	
	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. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 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. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	<i>suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	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,	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		
Section III. Questions and Tasks			
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. ☒ Yes ☐ No	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.	Yes	Material includes comprehension questions. Students are engaged in rereads of text with different question decks. Analysis questions are also asked and require students to provide evidence from the text. Other questions focus on author's craft, structure, and vocabulary. Independent, small group, and whole group writing build in each unit to the performance task. For example, in Unit 5 students are asked to "Write an argumentative essay in which you state and defend a claim responding to the following question: Can justice and forgiveness go hand in hand?"
	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.	Yes	Each unit is organized into whole group, small group, and independent reading instruction, requiring students to read with and without support. Students are questioned consistently throughout each text allowing for students to build skills in reading, writing, speaking, and listening to texts. For example, in Unit 2 students begin in a whole group lesson with Kafka's Metamorphosis, and then write about the reading. Next, they go into small-group learning with related texts, speaking/listening in-group learning, and another writing assignment. Then they read other related texts independently, write on those texts, and finish with a final culminating writing task.
	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).	Yes	Questions and tasks support students in examining language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☒ Yes ☐ No	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.	Yes	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. Text dependent questions from the curriculum include: "What forms of artistic expression does Usher share with the narrator?", "What strengths do Mathilde and her husband, respectively, bring to their marriage?", and "Use credible evidence from at least three of the selections you read and researched in this unit to support your ideas."
	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>)	Yes	Questions/tasks include direct language from standards (i.e. "effect of author's choice", "cite textual evidence").
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	Yes	Because each unit follows a progression of whole group, small group, individual, students are given a variety of opportunities to listen, speak, and write about their understanding of texts, both formally and informally. Performance based assessments (PBA) add additional support and variety to this component. (For an example of a PBA, go to p. 195 of 277 in online TE: Unit 5 - Performance-Based Assessment.)
	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	Yes	Each unit includes analysis and synthesis of texts through questions and Performance Based Assessments. The format of tasks is a consistent model that repeats throughout each unit, allowing teachers and students to unpack layers of meaning. As students come to the close of a unit, they are expected to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	support valid inferences from text.		respond to text-dependent questions that meet the rigor of the LSS. For example in Unit 4 with regards to the text "The Necklace," whole class questioning begins with "What makes something valuable? What makes something a treasure?" "How do we decide what we want versus what we need? What can result from an imbalance between want and need?" Evidence must be drawn from text. Texts, such as "The Golden Touch," poetry samples, and "King Midas," prompt questions such as "In what ways can material possessions create both a sense of comfort and a sense of anxiety? As you review the articles, poems, and short story you have read, remember to consider the positive and negative aspects of the hunt for material possessions. Incorporate media and information from outside sources to support your ideas."
	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	Multiple (8) lessons on research writing are provided for Grade 10, providing students with scaffolded support throughout the course to practice research writing. Other tasks require students to write in the various modes.
	6e) Materials provide models for writing and student exemplars to support writing development in English	Yes	Writing exemplars (score of 1-4) for each mode of writing, as well as the scoring rubric, are provided in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	language arts.		the Toolkit (p. 237 of 277 in online TE).
	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.	Yes	Grammar and language are addressed through multiple lessons, including handouts and video tutorials. Teachers have access to lower grade level tutorials if needed to provide additional help to struggling students. Small group lessons require students to study language of the text and write in the style of the author (i.e. metaphor, idioms).
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Small group tasks include self-evaluation rubrics and areas on which to focus for success. Writing platform includes an essay grader to provide students with immediate feedback. Assessments build from whole group to individual.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	The Toolkit (p. 237 of 277 in online TE) provides exemplars and student-friendly rubrics for each type of writing that will be assessed. They provide teacher and student with an understanding of expectations and skills required for successful completion of task.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessments are built in through each level of the unit (whole, small, individual), are provided for teacher and student use, and are both formative and summative in nature. Self-assessment is also provided.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students. (See p. 216 of 277 in online TE: Unit 6 - Small-Group Learning - Effective Expression - Selection Test.)
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Each unit contains an introduction and pre-reading activity for the unit. Some, but not all, texts selections have pre-reading activities. Activities are brief and designed to engage the student and provide any needed background information prior to reading. (See p. 198 of 277 in online TE for example: Unit 6 - Unit

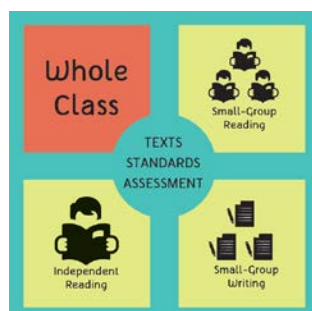
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No			Introduction)
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (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 provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis.
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills. (See p. 205 of 277 in online TE: Unit 6 - Whole-Class Instruction - Making Meaning for example of multiple reads and materials for reteaching text.)
	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	Each unit is designed and laid out identically to the others, establishing consistency and ease of use. Menus are easy to navigate. Tool bars are user friendly. User interface is clean and easy to read.
	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	ELL lessons are provided for thematic ideas, as well as reading skills needed for understanding the text. Reteaching questions are provided with unit lessons for students who are struggling to grasp the unit concepts. Additionally, high interest e-readers are provided for each unit to engage struggling readers in high interest informational topics.
	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.	No	There is more content than can be reasonably completed within a given school year. Although there is a pacing guide, the units are dense and include a substantial amount of content, potentially requiring more time than suggested.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
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	Text range in type and complexity (language, syntax). High quality and range in topic.
	2. Range and Volume of Texts	Yes	Range from traditional literary text (poetry, novel, short story, drama) to non-fiction (editorial, interview).
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	Materials and assessment questions coherent. Build from comprehension to analysis and synthesis.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions require students to provide evidence from the text and use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Project based assessments provide for opportunities to write, speak, and listen. Research is addressed throughout.
	7. Assessments	Yes	Self-evaluation is provided for, as are exemplars and rubrics that are student-friendly.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Consistency in layout and format allows for scaffolding and support throughout each unit.
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.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: 11

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			
Tier 1 and 2 Non-Negotiable 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	REQUIRED 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. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Texts are appropriately complex for the grade level. Texts range in length, organization, structure, and point of view. Sentence structure and syntax cause some texts to be more challenging than others. Additionally, many texts require students to have some knowledge about the topic to make meaning of the text. Texts represent a variety of time periods. For example, Declaration of Independence provides archaic vocabulary and syntax of 18 th century while 20 th century piece like "Everyday Use" proves complex in dialect and structure.
	REQUIRED 1b) At least 90% of texts are authentic ¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	Texts are authentic and offer rich opportunities to meet the LSS. Texts include published works, such as "Song of Myself" by Walt Whitman.

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](#)"

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
progression of complex texts as stated by Reading Standard 10. <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> ☒ Yes ☐ No	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. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. 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.	Yes	Materials represented in each collection are grouped by theme (i.e. individual/society, power/protest/change, fear) and focus on specific guiding questions. Within a collection, text complexity ranges, text types vary within a collection vocabulary is highlighted.
	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.	Yes	Complexity increases across grade band units and across grade bands throughout the program as a whole. Complexity ranges within a unit and across units.
	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.)	Yes	Units are a balance of informational texts and literary (novel excerpts, poetry, short stories, drama). Each text in the unit maintains theme of unit and works to vary text complexity.
	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).	Yes	Materials include print texts of varied lengths, as well as non-print text in the forms of videos, photo essays, podcasts, and images. Units represent literature (poetry, short stories, dramas) and informational text (arguments, speeches, interviews).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No	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).	Yes	Informational text is presented in various structures, such as interview, essay, and editorial.
	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.	Yes	Additional texts, including full-length novels, can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
Section II. Foundational Skills (grades K-5 only)			
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 of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is	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.	N/A	
	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. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 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. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	<i>suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	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,	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		
Section III. Questions and Tasks			
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. ☒ Yes ☐ No	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.	Yes	Materials include comprehension questions. Students are engaged in rereads of text to dig deeper. A different set of questions is provided for each reread. Analysis questions are also asked and require students to provide evidence from the text. Other questions focus on author's craft, structure, and vocabulary. Independent, small group, and whole group writing build in each unit to the performance task. For example in Unit 3, students are asked to "Write an informative essay in which you explore this question: What motivates people to struggle for change? Begin by defining the various reasons people decide to fight for change. Identify two or three texts from this unit that you feel most clearly show the connections between motivation and action. Use specific examples from each text to support your analysis and deductions."
	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.	Yes	Each unit is organized into whole group, small group, and independent reading instruction requiring students to read with and without support. Students are questioned consistently throughout each text allowing for students to build skills in reading, writing, speaking, and listening to texts. For example, in Unit 2 students begin in a whole group lesson with the poetry of Walt Whitman, then write about the reading. Next, they go into small-group learning with related texts, speaking/listening in-group learning, and another writing assignment. Then they read additional related texts independently, write on those texts, and finish with a final culminating writing task.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).	Yes	Questions and tasks support students in examining language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
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. ☒ Yes ☐ No	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.	Yes	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. Some text dependent questions included are - "Identify the explicit assumption with which Thoreau begins his discussion in 'Civil Disobedience,'" "Write a timeline of the key events in Act I of The Crucible. Include important events mentioned in the text that occur before the action of the play begins," and "Analyze at least three texts from the unit to show how their authors address the question...Cite examples from your chosen texts."
	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>)	Yes	Questions/tasks include direct language from standards (i.e. "effect of author's choice", "cite textual evidence").
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific,	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	Yes	Because each unit follows a progression of whole group, small group, individual, students are given a variety of opportunities to listen, speak, and write about their understanding of texts, both formally and informally. Performance based assessments (PBA) add additional

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	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.		support and variety to this component. (See p. 131 of 293 in online TE: Unit 3 - Independent Learning - Performance-Based Assessment for example.)
	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.	Yes	Each unit includes analysis and synthesis of texts through questions and Performance Based Assessments. The format of tasks is a consistent model that repeats throughout each unit, allowing teachers and students to unpack layers of meaning. As students come to the close of a unit, they are expected to respond to text-dependent questions that meeting the rigor of the LSS. For example, Unit 6 begins with students writing a fictional narrative about how stressful situations can often reveal the best and worst in people. For the small group work, students must then draw on materials from whole group and small group lessons to create a stream-of-consciousness narrative. Finally, the independent project requires students to write a short story in third-person.
	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	Yes	Multiple (8) lessons on research writing are provided for Grade 11, providing students with scaffolded support throughout the course to practice research writing. Other tasks require students to write in the various modes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	develop the expertise needed to conduct research independently.		
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Writing exemplars (score of 1-4) for each mode of writing, as well as the scoring rubric, are provided in the Toolkit.
	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.	Yes	Grammar and language are addressed through multiple lessons, including handouts and video tutorials. Teachers have access to lower grade level tutorials if needed to provide additional help to struggling students. Small group lessons require students to study language of the text and write in the style of the author (i.e. metaphor, idioms).
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Small group tasks include self-evaluation rubrics and areas on which to focus for success. Writing platform includes an essay grader to provide students with immediate feedback. Assessments build from whole group to individual. (See p. 115 of 293 in online TE: Unit 3 - Small Group - Performance Task: Speaking and Listening Focus for example.)
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	The Toolkit (p. 254 of 293) provides exemplars and student-friendly rubrics for each type of writing that will be assessed. They provide teacher and student with an understanding of expectations and skills required for successful completion of task.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessments are built in through each level of the unit (whole, small, individual), are provided for teacher and student use, and are both formative and summative in nature. Self-assessment is also provided.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT:	REQUIRED	Yes	Each unit contains an introduction and pre-reading

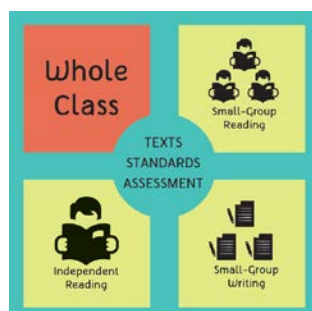
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	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.		activity for the unit. Some, but not all, texts selections have pre-reading activities. Activities are brief and designed to engage the student and provide any needed background information prior to reading.
	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 provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis. (See p. 145 of 293 in online TE: Unit 4 - Whole-Class Learning - Making Meaning for examples of first read and rereads.)
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills.
	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	Each unit is designed and laid out identically to the others, establishing consistency and ease of use. Menus are easy to navigate. Tool bars are user friendly. User interface is clean and easy to read.
	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	ELL lessons are provided for thematic ideas, as well as reading skills needed for understanding the text. Reteaching questions are provided with unit lessons for students who are struggling to grasp the unit concepts. Additionally, high interest e-readers are provided for each unit to engage struggling readers in high interest informational topics..
	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.	No	There is more content than can be reasonably completed within a given school year. Although there is a pacing guide, the units are dense and include a substantial amount of content, potentially requiring more time than suggested..

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria. <i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
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	Text range in Lexile, type, and complexity (language, syntax). High quality and range in topic.
	2. Range and Volume of Texts	Yes	Range from traditional literary text (poetry, novel, short story, drama) to non-fiction (editorial, interview).
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	Materials and assessment questions coherent. Build from comprehension to analysis and synthesis.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions require students to provide evidence from the text and use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Project based assessments provide for opportunities to write, speak, and listen. Research is addressed throughout.
	7. Assessments	Yes	Self-evaluation is provided for, as are exemplars and rubrics that are student-friendly.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Consistency in layout and format allows for scaffolding and support throughout each unit.
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.¹⁵ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts¹⁶ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **myPerspectives**

Grade: **12**

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.

¹⁵ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹⁶ 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			
Tier 1 and 2 Non-Negotiable 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	REQUIRED 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. ¹⁷ Poetry and drama are analyzed only using qualitative measures. In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.	Yes	Texts are appropriately complex for the grade level. Texts range in length, organization, structure, and point of view. Sentence structure and syntax cause some texts to be more challenging than others. Texts include Gulliver's Travels, Shakespearean sonnets, and essays from Virginia Woolf. Unit 3 texts, such as excerpts from Macbeth: The Graphic Novel offer opportunities for comparison to the complex language of Shakespeare. Additionally, many texts require students to have some knowledge about the topic to make meaning of the text.
	REQUIRED 1b) At least 90% of texts are authentic ¹⁸ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.	Yes	Texts are authentic and offer rich opportunities to meet the LSS. Texts include published authors, such as William Shakespeare. Translated versions of Beowulf and Canterbury Tales are also provided.

¹⁷ 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](#)”

¹⁸ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
progression of complex texts as stated by Reading Standard 10. <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> ☒ Yes ☐ No	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. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. 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.	Yes	Materials represented in each collection are grouped by theme (i.e. hero, society, discovering self, finding home) and focus on specific guiding questions. Within a collection, text complexity ranges, text types vary within a collection, vocabulary is highlighted.
	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.	Yes	Complexity increases across grade band units and across grade bands throughout the program as a whole. Complexity ranges within a unit and across units.
	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.)	Yes	Units are a balance of informational texts and literary (novel excerpts, poetry, short stories, drama). Each text in the unit maintains theme of unit and works to vary text complexity.
	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).	Yes	Materials include print texts of varied lengths, as well as non-print text in the forms of videos, photo essays, podcasts, and images. Units represent literature (poetry, short stories, dramas) and informational (arguments, speeches, interviews).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☒ Yes ☐ No	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).	Yes	Informational text is presented in various structures, such as interview, essay, and scientific journals.
	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.	Yes	Additional texts, including full-length novels, can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
Section II. Foundational Skills (grades K-5 only)			
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 of types and disciplines. ☐ Yes ☐ No *As applicable (e.g., when the scope of the materials is	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.	N/A	
	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. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 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. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	<i>suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	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,	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		
Section III. Questions and Tasks			
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. ☒ Yes ☐ No	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.	Yes	Material includes comprehension questions. Students are focused back into a re-read of text with a different question deck. Analysis questions are also asked and require students to provide evidence from the text. Other questions focus on author's craft, structure, and vocabulary. (See p. 9 of 276 in online teacher's edition: Unit 1 - Whole-Class Learning - Making Meaning for comprehension and analysis examples.). Unit 3 whole group performance task requires student to develop an argument in the form of a literary response answering the question: What is the relationship of human beings to time? Students support argument with multiple texts from unit.
	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.	Yes	Each unit is organized into whole group, small group, and independent tasks, requiring students to read with and without support. Students are questioned consistently allowing students to build skills in reading and responding to text. Tasks encourage students to demonstrate understanding across the unit. For example, in one small group performance task, students are prompted to develop a presentation in which they "state and support a position: Should literature of the past be rewritten in present day language for today's readers?" Students must use knowledge gained throughout the unit to take a position and defend it.
	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	Yes	Questions and tasks support students in examining the language of the text. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		
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. ☒ Yes ☐ No	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.	Yes	Reading selections contain reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. An example of a text dependent question is: "Mark repeated words. Why might an author choose to repeat a word in such rapid succession? What does the repetition here reveal about Grendel?" (Unit 1: Forging a Hero).
	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. (Note: not every standard must be addressed with every text.)	Yes	Questions/tasks include direct language from standards (i.e. "effect of author's choice", "cite textual evidence").
6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade. ☒ Yes ☐ No	REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 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.	Yes	Because each unit follows a progression of whole group, small group, individual, students are given a variety of opportunities to listen, speak, and write about their understanding of texts, both formally and informally. Performance based assessments (PBA) add additional support and variety to this component. (See example of PBA on p. 118 of 276 in online TE: Unit 3 - Performance-Based Assessment.)
	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	Yes	Each unit includes analysis and synthesis of texts through questions and Performance Based Assessments. The format of tasks is a consistent model that repeats throughout each unit, allowing teachers and students to unpack layers of meaning. As students come to the close of a unit, they are expected to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	support valid inferences from text.		respond to text-dependent questions that meeting the rigor of the LSS. For example in Unit 6 students write an informative essay explaining different perspectives on the concept of home. Students "explore the question: In what ways is home both a place and a state of mind?" Students must "integrate evidence from the texts read and the research conducted in this unit (6) to develop ideas".
	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	Multiple (8) lessons on research writing are provided for Grade 12, providing students with scaffolded support throughout the course to practice research writing. Other tasks require students to write in the various modes.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Writing exemplars (score of 1-4) for each mode of writing, as well as the scoring rubric, are provided in the Toolkit (p. 236 of 276 in online TE).
	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	Yes	Grammar and language are addressed through multiple lessons, including handouts and video tutorials. Teachers have access to lower grade level tutorials if needed to provide additional help to struggling students. Small group lessons require students to study language of the text and write in the style of the author (i.e. metaphor, idioms).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	texts as a way to develop more complex sentence structure and usage.		
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). ☒ Yes ☐ No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Small group tasks include self-evaluation rubrics and areas on which to focus for success. Writing platform includes an essay grader to provide students with immediate feedback. Assessments build from whole group to individual. (See p. 188 of 276 in online TE: Unit 5 - Small-Group Learning - Performance Task - Present and Evaluate)
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	The Toolkit (p. 236 of 276 in online TE) provides exemplars and student-friendly rubrics for each type of writing that will be assessed. They provide teacher and student with an understanding of expectations and skills required for successful completion of task.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Assessments are built in through each level of the unit (whole, small, individual), are provided for teacher and student use, and are both formative and summative in nature. Self-assessment is also provided.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students. (See p. 199 of 276 in online TE: Unit 5 - Unit Reflection - Unit Tests)
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. ☒ Yes ☐ No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Each unit contains an introduction and pre-reading activity for the unit. Some, but not all, texts selections have pre-reading activities. Activities are brief and designed to engage the student and provide any needed background information prior to reading. (See p. 202 of 276 in online TE: Unit 6 - Unit Introduction)
	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 provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis. (See p. 208 of 276 in online TE: Unit 6 - Whole-Class Learning - Making Meaning for multiple reads)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills.
	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	Each unit is designed and laid out identically to the others, establishing consistency and ease of use. Menus are easy to navigate. Tool bars are user friendly. User interface is clean and easy to read.
	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	ELL lessons are provided for thematic ideas, as well as reading skills needed for understanding the text. Reteaching questions are provided with unit lessons for students who are struggling to grasp the unit concepts. Additionally, high interest e-readers are provided for each unit to engage struggling readers in high interest informational topics..
	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.	No	There is more content than can be reasonably completed within a given school year. Although there is a pacing guide, the units are dense and include a substantial amount of content, potentially requiring more time than suggested..

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	Text range in Lexile, type, and complexity (language, syntax). High quality and range in topic.
	2. Range and Volume of Texts	Yes	Range from traditional literary text (poetry, novel, short story, drama) to non-fiction (editorial, interview).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	Materials and assessment questions coherent. Build from comprehension to analysis and synthesis.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions require students to provide evidence from the text and use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Project based assessments provide for opportunities to write, speak, and listen. Research is addressed throughout.
	7. Assessments	Yes	Self-evaluation is provided for, as are exemplars and rubrics that are student-friendly.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Consistency in layout and format allows for scaffolding and support throughout each unit.
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.