

Louisiana educators engaged in a professional review of the state’s academic standards for English language arts (ELA) and mathematics to ensure they continue to maintain strong expectations for teaching and learning aligned with college and workplace demands. The new ELA and math standards will be effective beginning with the 2016-2017 school year. As part of the Louisiana Department of Education’s support for a seamless transition to these new standards, the LDOE identified the major changes of the standards and their potential impact upon criteria used to review instructional materials.

Title: **Common Core Code X, Courses I, II, and III**

Grade: **6-8**

Publisher: **Scholastic**

Copyright: **2015**

Overall Rating: **Tier II, Approaching quality**

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

- Materials do not contain references to specific authors and texts
- Include citing *relevant* textual evidence beginning in grade 6
- Include an *awareness of audience* when making speeches and delivering presentations

This review remains a Tier 2 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 district curriculum staff, principals, and teachers take these findings into consideration when using these instructional materials.

Criteria	Currently in the Rubric	Next Steps for Educators
Quality of Texts (Non-Negotiable)	This program currently is reviewed as “Yes” for this criteria because the materials include content-rich, well-crafted pieces that represent all disciplines. Both quantitative measures and qualitative analysis are used in the selection of texts. Texts are sequenced in a collection that are thematically related, allowing for in-depth study of individual pieces. For grade 8, note that the suggested anchor texts and extended reading texts should not be expected to stand alone.	Make sure to review texts in these materials for quality since references to specific texts and Appendix B are no longer included in the standards.
Text-Dependent Questions (Non-Negotiable)	This program currently is reviewed as “Yes” for these criteria because more than 80% of questions are heavily text-dependent and require students to express their ideas in both written and spoken responses using textual evidence. Questions and tasks within and at the end of each piece support students in mastering complex sections of text. Question sets begin with comprehension, evolving them from recall and knowledge, to analysis, comparison, and evaluation.	Make sure to revise questions and tasks to require students to cite relevant textual evidence to support their ideas beginning in grade 6.
Speaking and Listening	The program currently is reviewed as “No” for these criteria because texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not those for range.	Since these materials received a “No” for this indicator, the current weakness will likely remain and should be addressed by adjusting or supplementing with stronger programs.

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: Common Core Code X, Courses I, II, and III

Grade: 6-8

Publisher: Scholastic

Copyright: 2015

Overall Rating: Tier II, Approaching quality

This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library.

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

STRONG	WEAK
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Range and Volume of Texts</u>
<u>Quality of Texts</u> (Non-Negotiable)	<u>Speaking and Listening</u>
<u>Text-Dependent Questions</u> (Non-Negotiable)	
<u>Assessment</u>	
<u>Scaffolding and Support</u>	
<u>Writing to Sources</u>	
<u>Language</u>	

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 1-10.

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 2\)](#)

[Grade 7 \(Tier 2\)](#)

[Grade 8 \(Tier 2\)](#)

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: Common Core Code X, Course I

Grade: 6

Publisher: Scholastic

Copyright: 2015

Overall Rating: Tier II, Approaching quality

This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library.

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Range and Volume of Texts
Quality of Texts (Non-Negotiable)	Speaking and Listening
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Language	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS:</p> <p>Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p>Yes</p>	<p>Both quantitative measures and qualitative analysis are used in the selection of texts. Each text is evaluated using the <i>Lexile Framework for Reading</i> and the <i>Scholastic Qualitative Text Complexity Rubric</i>. The information is used support teachers in targeting specific aspects of text structure, vocabulary, language, and concepts for focused instruction and/or differentiation.</p> <p>Each rubric highlights specific language, syntax, and concepts that teachers and students will explore during <i>Close Reading</i> discussion and writing.</p>
	<p>REQUIRED</p> <p>1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	<p>Yes</p>	<p>Text difficulty ranges from 710L-1340L.*</p> <p>The materials provide both a <i>Lexile</i> score and qualitative analysis of each text selection in the Teacher Edition (beginning on T37). Texts that fall below grade-level in <i>Lexile</i> are generally bolstered through higher qualitative analysis.</p> <p>* The Supplement to Appendix A notes 925L—1185L as the Common Core Grade Band for Grades 6—8.</p>
	<p>REQUIRED</p> <p>1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Text selections may not appear to increase across grade bands within the series, but they do fall within the recommended text complexity grade bands for Grades 6-8 (e.g., texts selections in Grade 6 and Grade 7 seem more complex than those selected for Grade 8). Teachers should adjust and adapt their text selections to meet student learning needs.</p> <p>Text selections appear to increase in complexity within the Course I materials.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and</p>	<p>REQUIRED</p> <p>2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and</p>	<p>Yes</p>	<p>The materials include content rich, well-crafted pieces that represent all disciplines. Many pieces are produced by authorities in the discipline and include texts from many content areas (i.e., history/social studies, science, and the arts). For example, an excerpt from Barack Obama’s memoir, an excerpt from a nonfiction book by Egyptian archaeologist Zahi Hawass, an article from <i>Smithsonian</i> magazine, an E.B. White essay, and poems by both Maya Angelou and Emily Dickinson are included.</p>

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, 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. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	include texts from history/social studies, science, technical subjects, and the arts.		
	REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.	Yes	The materials provide teachers with high quality, content rich texts that are sequenced in a collection that are thematically related allowing for in-depth study of individual pieces. This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts must be supplemented.
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	Multiple, careful readings are promoted in each unit. Students engage through <i>Close Readings</i> that are related to the anchor texts. Students are guided to analyze individual paragraphs, phrases, and words of the anchor text. The teacher guides students through multiple, careful readings targeting different goals (e.g., students read the entire article and orally summarize; then, reread chunks of text to dig deeper into the language and ideas).
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Nearly all texts are previously published rather than commissioned.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	No	The materials do not present a balance between instructional time spent with literature and information text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Materials include texts of different lengths and various formats (e.g., excerpts from memoirs and novels, interviews and news articles). While reading an excerpt from Firoozeh Dumas’ memoir <i>Funny in Farsi</i> , teachers are guided to <i>Use Anchor Media to locate Iran on a map, explore facts, and share visuals. For example, show the distinct mountainous and desert regions, urban centers, and agricultural land.</i> The materials include <i>related media</i> at the end of each unit that includes film and TV clips, interactive websites, magazines.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	No	The materials include literary nonfiction (e.g., an excerpt from Gary Paulsen’s memoir, <i>My Life in Dog Years</i> , which tells about a <i>boy’s gritty childhood and the mutually beneficial relationship he forms with an equally gritty dog.</i>) Informational texts with an informational text structure such as magazine articles with subheadings, timelines, etc. are included as well).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	<p>However, the program is designed to be used to supplement existing collections and could be greatly improved if more related materials were made available.</p> <p>Suggestions for additional, accountable, and independent reading are included at the end of each unit under <i>Literature Circle Leveled Novels</i>.</p> <p>These suggestions seek to connect classroom concepts/topics so that students may continue developing knowledge related to the topic studied during the unit.</p> <p>Novels included in the <i>Literature Circle</i> are not only leveled, but also selected to promote independent reading experiences. Guides are included to facilitate student-led discussions. Response journals, book talks, questions, quizzes, and author studies provide accountability for independent reading.</p> <p>The teacher is provided with an opportunity to introduce and engage students in discussion of the additional and related texts read independently. These additional materials can be used to develop student comprehension and literary analysis skills needed to be independent, lifelong readers.</p>

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II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

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III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>More than 80% of questions are text-dependent and require students to express their ideas in both written and spoken responses (e.g., during each <i>Close Reading</i>, students answer questions and discuss the pieces using textual evidence. Specifically, while reading Maya Angelou’s poem, <i>Life Doesn’t Frighten Me</i>, students answer the following text-dependent questions: <i>How does the poem’s speaker react to the things that ‘don’t frighten [her] at all? What can you infer about her from these actions in lines 13–21?</i>)</p> <p>Direct reading instruction focuses on close reading and gathering textual evidence. Questions are structured to bring the reader to a gradual understanding of the most important learning to be drawn from the text and to determine key ideas of the text itself.</p>
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	<p>Yes</p>	<p>Questions and tasks within and at the end of each piece are scaffolded and support students in mastering sections of text that present the greatest difficulty.</p> <p>Question sets begin with comprehension, evolving then from recall and knowledge, to analysis, comparison, and evaluation.</p>
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>Questions include the language of the standards and are broken into categories for the teacher: vocabulary, key ideas and details, text structure, words and phrases in context, writing, etc. (e.g., many of the questions related to the excerpt from Barack Obama’s memoir focus on CCSS RI.6.1—6.3- <i>key ideas and details</i>).</p> <p>Students are also guided to determine author’s purpose and point of view -RI.6.6 (e.g., students are asked to interpret the meaning of the phrase <i>affirm a common destiny</i> in paragraph 3. <i>What does this line reveal about the author’s perspective?</i> Throughout, students are asked to <i>cite evidence from the text</i>, as is expected in RI.6.1.)</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p>Yes</p>	<p>Questions begin with comprehension and gradually increase in complexity.</p> <p>A follow-up section is included with each text that contains a section for students to identify textual evidence, explore key ideas and details, and analyze the craft and structure of the piece.</p>
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	<p>Yes</p>	<p>Questions support students in learning new vocabulary through reading.</p> <p>While reading individual texts, students are routinely directed to identify the context clues that help them determine the meaning of new words (e.g., while reading the short story <i>Tuesday of the Other June</i>, students analyze the word <i>torment</i> as it is used by the author. Students are specifically pointed to paragraph</p>

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III. Questions and Tasks			
			40 and analyze how the author uses language to show panic, fear, and longing. In order to better understand the word <i>torment</i> , students are prompted to analyze the author’s choice of the word as opposed to other words like <i>bother</i> or <i>hurt</i> .)
6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Student progress is measured through the gradual release of support scaffolds. Materials offer an assessment guide. The guide is broken into formative assessments (On Demand Writing, Close Reading, Oral and Written Summaries, Accountable Independent Reading, and Literature Circles), culminating writing performance tasks, and summative assessments.
	REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Materials include rubrics for students to self-assess and peer-assess before being assessed by the teacher. Students are directed to focus on categories such as <i>Organization and Clarity, Evidence and Reasoning, and Language and Conventions</i> . Graphic organizers are provided to guide students as they organize and compose essay while speaking and listening checklists are provided to aid with presentations.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Varied modes of assessments are included throughout the materials – there are formative and summative assessment opportunities provided in the Assessment Guide. The End-of-Unit Assessment provides evidence-based selected responses, constructed responses, and a prose constructed response to measure students’ understanding of the standards and concepts covered.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	The materials assess students using methods that are unbiased and accessible.

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IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities typically focus on <i>Target Words</i>. These words are introduced before reading selections – later, students answer questions about them within context. <i>Target Words</i> represent the academic and domain-specific vocabulary that is likely to appear in future texts from any discipline.</p> <p>The <i>Scaffolding All Students</i> section in the planning guide suggests approaches for pre-reading engagement.</p>
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Reading strategies support comprehension of specific texts and focus on building knowledge and insight of text.</p>
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Each unit provides all students with opportunities to reread, discuss, and write about text. Students are regularly directed to reread sections of the text with their teacher as a model/guide (e.g., In Unit 4, students are guided through a <i>Close Read of Of Beetles and Angels</i>, an excerpt from Mawi Asgedom’s memoir. Throughout, students are directed to return to focused parts of the memoir as they discuss and write about the information found there, specifically regarding words and phrases in context, key ideas and details, and text structure).</p>
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>Materials are cleanly laid out for students and teachers. All reading selections are the center of focus, with two-three anchor texts driving the unit’s theme.</p>
	<p>7e) 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, remediation strategies or suggestions for supporting texts, suggestions for more advanced</p>	Yes	<p>There are opportunities for teachers to engage students in discussing independent reading selections.</p> <p>Units provide differentiated instruction in order to meet the needs of struggling readers and include instructional/management tips for teachers (e.g., In Unit 3, after reading <i>World’s Wonders Worn Down?</i> strategies are available for teachers to differentiate for students who finish early, as well as for struggling readers who only understood part of the task. Teachers are also directed to concrete strategies for additional support.</p>

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	texts for extension, etc.).		
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The content can be reasonably completed within a regular school year. It is designed to be used in a 45-50 minute ELA block with the instructional model of whole group instruction, small group or pair work, and independent work in a gradual release of responsibility. There is guidance on how long each unit will take: one month per unit, allowing for seven months of the year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	<p>The majority of written tasks require students to synthesize sources into culminating responses involving language, speaking, and listening.</p> <p>Written tasks are rooted in higher-order thinking skills (analysis & synthesis) and require students to defend their claims with evidence from the text (e.g., In Unit 3, <i>World Wonders</i>, students are asked to make an argument for the value of preserving one of the world wonders. They must support their claim with clear reasons and relevant evidence gleaned from the texts).</p>
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The three modes of writing are addressed. Students must write informative, argumentative, and narrative essays using exemplar models so that students internalize key text structures as well as the steps that effective writers follow (e.g., In Unit 6, <i>History Lost and Found</i>, students compare and contrast how the writers of the anchor texts convey the historical importance of recent discoveries. They must not only use evidence from the texts (a magazine article <i>New Discoveries in Ancient Egypt</i> and an excerpt from Zahi Hawass’ nonfiction book, <i>Curse of the Pharaohs</i>) to show why the discoveries matter but also reveal the author’s perspective.</p>
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	<p>The culminating writing opportunities associated with each unit are often confining, with little room for student choice. However, they are text-dependent and aligned to state standards. Note: Some choice is found in Unit 5, <i>Cities of Gold</i>, where the students’ culminating writing task involves choosing one writer of those studied within the unit. The students argue which narrative strategies best convey the author’s perspective about the city.</p> <p>Tasks are text-dependent and use the language of the standards. In addition to culminating <i>writing performance tasks</i>, there are many writing opportunities, varied in length and time demands (e.g., short-answer responses, notes, summaries, and research summaries). In all cases, students synthesize readings and respond using textual evidence.</p>
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a</p>	Yes	<p>Before beginning the writing process, students analyze an exemplar model and determine key features of the structure of that text so that they may later emulate it.</p> <p>Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., In Unit 1, <i>Stories of Survival</i>, students write a short story in which a character from one of the unit texts faces another challenging experience. To prepare, students read an exemplar/model short story, <i>The Scar</i> by Mia Walters; analyzing not only her effective plot structure but</p>

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	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.		also her use of sensory details students may incorporate these into their own narratives. There are structures in place along the way for students to collaborate in <i>Think-Pair-Shares</i> to gain feedback on their key details and ideas, an <i>Idea Wave</i> structure to discuss their character descriptions, and peer-assessment once the narrative is drafted for full feedback on one's plot.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	Materials engage students in research projects that connect to the theme/topic being studied. An <i>extension section</i> at the end of each unit allows for outside, independent research. In Unit 4, students may participate in the <i>Research Connection</i> by exploring the history of Romanian immigration in America. They are to research/consider geographical distribution, time periods, population statistics, and primary source documents. A <i>related media</i> section at the end of each unit can be used to help students develop the expertise needed to conduct research independently.

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VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	No	Texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not those for range.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>	Yes	Each unit contains various opportunities for pair, group, and whole-class discussions. The materials demand that students engage in text-dependent conversations and collaborations.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	Yes	<p>Materials build in opportunities for connections and alignment between speaking and listening, reading and writing, and language standards.</p> <p>The teacher's edition includes strategies for teaching students how to engage in class discussion – for example, the <i>Idea Wave</i> routine can be used to increase student participation and ensure quality contributions. Sentence frames are provided so that students may better discuss texts with their peers.</p> <p>Students are encouraged to identify supporting text and to use academic language in written tasks and oral responses.</p>
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening, note taking, questioning, and commenting on others are all student expectations. In addition, checklists are included for presentations ensuring that all voices are heard and students comment and reflect on classmates' contributions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards .	Yes	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to reading selections. The majority of language activities in the materials focus on <i>vocabulary acquisition and use</i> (RL.6.4—RL.6.6).
	REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.	Yes	Graphic organizers are present in each unit so that students may confront and correct their own error patterns in usage and conventions.
	REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.	Yes	Materials encourage students to examine the language of texts. There is specific evident concerning the standard related to <i>vocabulary acquisition and use</i> . In Unit 5, students focus on looking at how authors defend their claims. In the <i>Language Study</i> section, students are asked to evaluate how well claims are being defended and then analyze their own writing to find places where more evidence could be added to better support their claims (i.e., within their argumentative essay). A graphic organizer is provided to facilitate/guide this process. Students are routinely encouraged to examine the structure of model essays and to apply techniques used by writers in their own writing.
	REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.	Yes	The <i>Writing Performance Task</i> for each unit requires students to model their own writing after the model texts they study, mimicking the language and organizational patterns they have read. In Unit 3, <i>World Wonders</i> , there is an exemplar essay, <i>Preserve the Great Wall for Future Generations</i> , which serves as an argumentative model for the students. Students analyze the organizational structure of the piece from the strong thesis to supporting claims, reasons, and evidence so that they may model their own argumentative essay after this one and the anchor texts of the unit.
	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	The writing activities provide real-world activities.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Text selections may not appear to increase across grade bands within the series, but do fall within the recommended text complexity grade bands for Grades 6-8. Texts that fall below grade-level in Lexile are generally bolstered through higher qualitative analysis. Teachers should adjust and adapt their text selections to meet student learning needs.
	2. Quality of Texts (Non-Negotiable)	Yes	The materials contain high quality, engaging texts. Texts in the units are written by authorities in the discipline and represent many content areas. This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts should not be expected to stand alone.
	3. Range and Volume of Texts	No	Materials reflect the distribution of text types and genres suggested by the standards (e.g., excerpts from memoirs and novels, interviews and news articles). However, the program could be greatly improved if more related texts were made available (literature and informational).
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks are text-dependent and require students to express their ideas in both written and spoken responses. Further, questions include the language of the standards, are coherently sequenced and elicit sustained attention to the text.
	6. Assessment	Yes	There are opportunities for both formative and summative assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation activities – appropriate teacher modeling is provided and students are given ample opportunities to demonstrate independent comprehension.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks are text-dependent, require students to synthesize the pieces studied, and reflect the writing genres aligned to state standards.
VI: Speaking and Listening	9. Speaking and Listening	No	Tasks allow students regular practice with the speaking and listening skills required for college and career readiness. However, the texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not range.
VII: Language	10. Language	Yes	The language opportunities require students to use the grammar and language conventions they are learning in writing and in speaking/listening to others.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: Common Core Code X Course II

Grade: 7

Publisher: Scholastic

Copyright: 2014

Overall Rating: Tier II, Approaching quality

This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library.

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Range and Volume of Texts
Quality of Texts (Non-Negotiable)	Speaking and Listening
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Language	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS:</p> <p>Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p>Yes</p>	<p>Both quantitative measures and qualitative analysis are used in the selection of texts. Each text is evaluated using the <i>Lexile Framework for Reading and the Scholastic Qualitative Text Complexity Rubric</i>. The information is used support teachers in targeting specific aspects of text structure, vocabulary, language, and concepts for focused instruction and/or differentiation.</p> <p>Each rubric highlights specific language, syntax, and concepts that teachers and students will explore during <i>Close Reading</i> discussion and writing.</p>
	<p>REQUIRED</p> <p>1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	<p>Yes</p>	<p>Text difficulty ranges from 660L-1310L.*</p> <p>The materials provided both a Lexile score and qualitative analysis of each text selection in the Teacher Edition (beginning on T38). Texts that fall below grade level in Lexile are generally bolstered through higher qualitative measures. Many of the texts are exemplars or align with the complexity found in Appendix B, (e.g., literary works by Langston Hughes, Robert Frost, Julia Alvarez, and Walt Whitman).</p> <p>*The Supplement to Appendix A notes 925L—1185L as the Common Core Grade Band for Grades 6—8.</p>
	<p>REQUIRED</p> <p>1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Text selections may not appear to increase across grade bands within the series, but they do fall within the recommended text complexity grade bands for Grades 6-8 (e.g., texts selections in Grade 6 and Grade 7 seem more complex than those selected for Grade 8). Teachers should adjust and adapt their text selections to meet student learning needs.</p> <p>Texts selections appear to increase in complexity within the Course II materials.</p>

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	<p>The materials include content rich, well-crafted pieces that represent all disciplines. Many pieces are produced by authorities in the discipline and include texts from many content areas (e.g., An excerpt from Sonia Sotomayor’s autobiography and a nonfiction piece from the <i>New York Times</i>, <i>In Deference to Crisis</i>, <i>a New Obsession Sweeps Japan: Self-Restraint</i>, written by Ken Belson and Norimitsu Onishi).</p>
	<p>REQUIRED</p> <p>2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	Yes	<p>The materials provide teachers with high quality, content rich texts that are sequenced in a collection that are thematically related allowing for in-depth study of individual pieces.</p> <p>This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts must be supplemented.</p>
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	<p>Multiple, careful readings are promoted in each unit. Students engage through <i>Close Readings</i> that are related to the anchor texts.</p> <p>Students are guided to analyze individual paragraphs, phrases, and words of the anchor text. The teacher guides students through multiple, careful readings targeting different aspects (e.g., students read the entire article and orally summarize; then, reread chunks of text to dig deeper into the language and ideas. Students are then directed to note claims made and analyze how the position is defended.)</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	<p>Nearly all texts are previously published rather than commissioned.</p>
<p>3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions</p>	<p>REQUIRED</p> <p>3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	<p>The materials do not present a balance between instructional time spent with literature and information text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Materials include texts of different lengths and various genres (e.g., short stories, novel excerpts, photographs, and news articles).</p> <p>The materials include <i>related media</i> at the end of each unit that includes film and TV clips, interactive websites, magazines.</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	<p>No</p>	<p>The materials include literary nonfiction (e.g., an excerpt from Sonia Sotomayor’s autobiography, Sojourner Truth’s “A’int I a Woman?” speech, and an excerpt from Sebastien Junger’s creative nonfiction novel <i>The Perfect Storm</i>, where the author combines personal anecdote with data and scientific theories to help readers both visualize and understand the extreme force of the storm.)</p> <p>However, the program is designed to be used to supplement existing collections and could be greatly improved if more related materials were made available.</p>
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students’ interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Suggestions for additional, accountable, and independent reading are included at the end of each unit under <i>Literature Circle Leveled Novels</i>.</p> <p>These suggestions seek to connect classroom concepts/topics so that students may continue developing knowledge related to the topic studied during the unit.</p> <p>Novels included in the <i>Literature Circle</i> are not only leveled, but also selected to promote independent reading experiences. Guides are included to facilitate student-led discussions. Response journals, book talks, questions, quizzes, and author studies provide accountability for independent reading.</p> <p>The teacher is provided with an opportunity to introduce and engage students in discussion of the additional and related texts read independently. These additional materials can be used to develop student comprehension and literary analysis skills needed to be independent, lifelong readers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>Questions are heavily text-dependent and require students to express their ideas in both written and spoken responses using textual evidence (e.g., While reading the science article, <i>Super Disasters of the 21st Century</i> by Jacqueline Adams and Ken Kostel from <i>Science World</i>, students are directed to answer the following text-dependent questions: “Define the phrase “paled in comparison” as it is used in paragraph 2. What words or phrases do the authors use to support you in determining the meaning?” and “Why do some people suggest in paragraph 21 “quitting the fight against nature and moving the city to a different spot”?)</p> <p>Direct reading instruction focuses on close reading and gathering textual evidence.</p>
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	<p>Yes</p>	<p>Questions and tasks within and at the end of each piece support students in mastering complex sections of text. Questions require sustained attention to the text itself.</p>
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (<i>Note: not every standard must be assessed with every text.</i>)</p>	<p>Yes</p>	<p>Questions include the language of the standards and are labeled for both teacher and student: -- questions focus on vocabulary, key ideas and details, text structure, words and phrases in context, writing, etc. After each text, students are guided through questions and tasks that require them to <i>Identify Evidence</i>, explore <i>Key Ideas and Details</i>, and examine <i>Craft and Structure</i>.</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p>Yes</p>	<p>Questions begin with comprehension, evolving from recall and knowledge, to analysis, comparison, and evaluation.</p> <p>Text sets end in a culminating writing performance task, requiring students to interpret and evaluate what they had read.</p>
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	<p>Yes</p>	<p>Questions support students in unpacking the academic language prevalent in complex texts.</p> <p>While reading individual texts, students are routinely directed to identify the context clues that help them determine the meaning of new vocabulary (e.g., while reading the poem <i>Democracy</i>, by Sara Holbrook, students define the word <i>complies</i>, identify the context clues that lead them to the definition, and discuss the relationship to the word <i>retreat</i>.)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Student progress is measured through the gradual release of support scaffolds.</p> <p>Materials offer an assessment guide. The guide is broken into formative assessments (On Demand Writing, Close Reading, Oral and Written Summaries, Accountable Independent Reading, and Literature Circles), performance tasks, and summative assessments.</p>
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Materials include rubrics for students to self-assess and peer-assess before being assessed by the teacher. Students are directed to focus on categories such as <i>Organization and Clarity</i>, <i>Evidence and Reasoning</i>, and <i>Language and Conventions</i>. Graphic organizers are provided to guide students as they organize and compose essay while speaking and listening checklists are provided to aid with presentations.</p>
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>Varied modes of assessments are included throughout the materials – there are formative and summative assessment opportunities provided in the Assessment Guide. The End-of-Unit Assessment provides evidence-based selected responses, constructed responses, and a prose constructed response to measure students’ understanding of the standards and concepts covered.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>The materials assess students using methods that are unbiased and accessible.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities typically focus on the academic vocabulary students will be exposed to; not only in upcoming selections, but also in the academic vocabulary that will likely appear in future texts from any discipline.</p> <p>The <i>Scaffolding All Students</i> section in the planning guide suggests approaches for pre-reading engagement.</p>
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Reading strategies support comprehension of specific texts and focus on building knowledge and insight of the text.</p>
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Each unit provides students, including those who read below grade level, with extensive opportunities to reread, discuss, and write about text – the amount of teacher modeling, guidance, and support is evident and appropriate.</p> <p>Scaffolded questions in the Teacher’s Edition provide extensive opportunities for students to encounter and comprehend grade-level complex text (e.g., In Unit 3, students are guided through discussions of focused sections of <i>Telling Americans to Vote, or Else</i>, an opinion editorial from <i>The New York Times</i>. The teacher is directed to <i>guide students to recognize that in the first paragraph, the author establishes a claim: the United States should consider mandatory voting.</i>)</p>
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>Materials are cleanly laid out for students and teachers. All reading selections are the center of focus, with the three-four anchor texts used to drive the unit’s theme/essential question.</p>
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching</p>	Yes	<p>There are opportunities for teachers to engage students in discussing independent reading selections.</p> <p>Units provide differentiated instruction in order to meet the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p>approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		<p>needs of struggling readers as well as those needing enrichment and include instructional/management tips for teachers (e.g., In Unit 6, student struggling with metaphorical language are guided by the teacher to visualize figurative language as a way of interpreting the metaphor. The teacher can then support students with a <i>Figurative Language Activity</i> (included) or practice analyzing common metaphors and symbols that the student might encounter in everyday life; Students in need of more enrichment can select a topic for research and present to the class. Students choose from the ideas or places presented in the text and incorporate the ideas of democracy, segregation, or how the poet's life influenced their work. Each unit contains <i>stretch</i> activities for advanced students.)</p>
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>This content can be reasonably completed within a regular school year. It is designed to be used in a 45-50 minute ELA block with the instructional model of whole group instruction, small group or pair work, and independent work in a gradual release of responsibility. There is guidance on how long each unit will take: one month per unit, allowing for seven months of the year.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	<p>The majority of written tasks require students to synthesize sources into culminating responses involving language, speaking, and listening.</p> <p>Written tasks require students to defend their claims with evidence from the text and often ask students to address counterclaims (e.g., In Unit 2, students are asked to develop or refute the claim that <i>Sports performance has just as much to do with mental strength and agility as with physical prowess</i> in an argumentative essay. Students must synthesize two nonfiction pieces (an excerpt from Bernd Heinrich’s informational novel <i>Why We Run</i> and a news article from <i>The New Yorker</i>) in order to draft a thesis statement, and collect evidence from the two authors’ writing to support their claim).</p>
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The three modes of writing are addressed (e.g., informative, argumentative, and narrative essays using exemplar models allow students to internalize key text structures as well as the steps that effective writers). Students write literary analysis essays as well as compare/contrast essays. The culminating <i>Writing Performance Tasks</i> direct students to trace authors’ lines of argument and evaluate claims made by authors. The majority of writing tasks require students to synthesize their thoughts using textual evidence.</p>
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	<p>While culminating writing opportunities associated with each unit are too specific with little room for student choice, they are text-dependent and aligned to state standards.</p> <p>Writing opportunities are prominent and varied in length and time demands (e.g., short-answer responses, notes, summaries, and research summaries).</p>
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop</p>	Yes	<p>Before composing the final <i>Writing Performance Task</i> found at the end of each unit, students collect textual evidence during a guided <i>Close Reading</i> of at least two texts. Annotations focus on <i>key ideas and details</i> as well as <i>craft and structure</i>. Students then analyze an exemplar response to the task and take notes. These notes serve as the foundation for developing, elaborating, and articulating ideas. Students must support their responses with key details from not only the pieces read, but also the exemplar model. Students later edit the piece with a peer who will provide feedback before publishing.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		<p>Aside from the seven “Writing Performance Tasks,” the materials build in other opportunities for connections and alignment between writing, speaking and listening, and reading.</p> <p>For example, at the end of Unit 6, students “Work with a partner to plan and write a two-minute speech justifying [their] perspective on democracy, supporting it with reasons and with evidence from the texts.”</p>
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.	Yes	<p>Materials engage students in research projects that connect to the theme/topic being studied.</p> <p>The <i>related media</i> section at the end of each unit can be used to help students develop the expertise needed to conduct research independently.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	No	Texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not those for range.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>	Yes	Each unit contains various opportunities for pair, group, and whole-class discussions. Students present and follow a rubric to assess themselves and others (to evaluate collaboration skills, reasoning, and the presentation itself). They must use textual evidence when organizing and presenting).
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	Yes	<p>Materials build in opportunities for connections and alignment between speaking and listening, reading and writing, and language standards.</p> <p>In Unit 4, after reading texts involving harrowing effects of natural disasters, students will work in small groups to research one of the disasters further. Students describe the effects of the disaster on the country, city, or community – they also compare how multiple resources present information about the disaster.</p> <p>In all oral tasks, students are encouraged to identify supporting text and to use academic language.</p>
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening, note taking, questioning, and commenting on others are all student expectations. In addition, checklists are included for presentations ensuring that all voices are heard and students comment and reflect on classmates' contributions.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	Yes	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to reading selections. The majority of language activities in the materials focus on <i>vocabulary acquisition and use</i> (RL.7.4—RL.7.6).
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Graphic organizers are present in each unit for students to correct their errors when writing or in orally speaking or presenting.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	<p>Materials encourage students to examine the language of texts. There is specific evidence concerning the standard related to <i>vocabulary acquisition and use</i>.</p> <p>For example, while reading an excerpt from Julia Ortiz Cofer’s novel <i>Call Me Maria</i>, students discuss the connotation of the word <i>disdain</i> as well as the denotation, including whether synonyms they find, such as <i>scorn</i>, <i>disregard</i>, and <i>aloofness</i>, have more positive or negative connotations.</p> <p>In Unit 1, students focus on how to narrate events with variety, noting that <i>effective writers use descriptive words and phrases to help readers understand the sequence of events in a story</i>. In the <i>Language Study</i> section, students read a paragraph and find words that help them understand the sequence of events. Later, students are directed to <i>use a variety of sentence patterns to describe events, people, and insights</i> when they compose their own narrative.</p> <p>In the <i>Conventions Study</i> section, students learn how to use phrases and clauses and find the phrases and clauses a writer uses in a sample sentence. Later, students are directed to revise their own narrative, using phrases and clauses to identify cause-and-effect relationships.</p> <p>Note: the activities in the Language Study and Conventions Study sections use texts in isolation (i.e., the texts do not appear anywhere else in the materials); however, there is sufficient evidence that students are required to examine the language of the texts contained in units, as a way to develop more complex sentence structure and language usage.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about text.</p>	<p>Yes</p>	<p>The <i>Writing Performance Task</i> for each unit requires students to model their own writing after the model texts they study, mimicking the language and organizational patterns they have read. Students are required to apply the grammar and language conventions when speaking and writing about texts.</p> <p>In Unit 6, students read <i>I Hear America Singing</i> by Walt Whitman, <i>I, Too</i> by Langston Hughes, and <i>I, Too, Sing America</i> by Julia Alvarez, an excerpt from the novel <i>Kira-Kira</i>, and Richard Blanco’s poem <i>One Today</i>.</p> <p>In a culminating writing task, students analyze the claims these authors make about their personal vision of what it means to be an American. Students must then compare and contrast their perspectives referencing the authors’ literary devices and figurative language. An informational essay entitled <i>Every One an American</i> is to be used by students as a model for grade-appropriate language conventions.</p> <p>Note: Some of the <i>Writing Performance Tasks</i> may be difficult for students to compose since much of the information/content is presented in the model essays/responses.</p>
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p>Yes</p>	<p>The writing activities provide real-world activities.</p>

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Text selections may not appear to increase across grade bands within the series, but do fall within the recommended text complexity grade bands for Grades 6-8. Texts that fall below grade-level in Lexile are generally bolstered through higher qualitative analysis. Teachers should adjust and adapt their text selections to meet student learning needs.
	2. Quality of Texts (Non-Negotiable)	Yes	The materials contain high quality, engaging texts. Texts in the units are written by authorities in the discipline and represent many content areas. This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts should not be expected to stand alone.
	3. Range and Volume of Texts	No	Materials reflect the distribution of text types and genres suggested by the standards (e.g., excerpts from memoirs and novels, interviews and news articles). However, the program could be greatly improved if more related texts were made available (literature and informational).
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks are text-dependent and require students to express their ideas in both written and spoken responses. Further, questions include the language of the standards, are coherently sequenced and elicit sustained attention to the text.
	6. Assessment	Yes	There are opportunities for both formative and summative assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation activities – appropriate teacher modeling is provided and students are given ample opportunities to demonstrate independent comprehension.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks are text-dependent, require students to synthesize the pieces studied, and reflect the writing genres aligned to state standards.
VI: Speaking and Listening	9. Speaking and Listening	No	Tasks allow students regular practice with the speaking and listening skills required for college and career readiness. However, the texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not range.
VII: Language	10. Language	Yes	The language opportunities require students to use the grammar and language conventions in writing and in speaking/listening to others.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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

The goal for ELA students is that they can read and understand grade-level texts independently, as demonstrated through writing and speaking about those texts. A strong ELA classroom is structured with the below components.



Title: Common Core Code X, Course III

Grade: 8

Publisher: Scholastic

Copyright: 2015

Overall Rating: Tier II, Approaching quality

This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library.

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Range and Volume of Texts
Quality of Texts (Non-Negotiable)	Speaking and Listening
Text-Dependent Questions (Non-Negotiable)	
Assessment	
Scaffolding and Support	
Writing to Sources	
Language	

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 1-10 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. COMPLEXITY OF TEXTS:</p> <p>Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	<p>Yes</p>	<p>Both quantitative measures and qualitative analysis are used in the selection of texts. Each text is evaluated using the <i>Lexile Framework for Reading and the Scholastic Qualitative Text Complexity Rubric</i>. The information is used support teachers in targeting specific aspects of text structure, vocabulary, language, and concepts for focused instruction and/or differentiation.</p> <p>Each rubric highlights specific language, syntax, and concepts that teachers and students will explore during <i>Close Reading</i> discussion and writing.</p>
	<p>REQUIRED</p> <p>1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	<p>Yes</p>	<p>Text difficulty ranges from 530L-1260L.*</p> <p>The materials provided both a Lexile score and qualitative analysis of each text selection in the Teacher Edition (beginning on T37). Texts that fall below grade level are generally bolstered through higher qualitative measures.</p> <p>*The Supplement to Appendix A notes 925L—1185L as the Common Core Grade Band for Grades 6—8.</p>
	<p>REQUIRED</p> <p>1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Text selections may not appear to increase across grade bands within the series, but they do fall within the recommended text complexity grade bands for Grades 6-8 (e.g., texts selections in Grade 6 and Grade 7 seem more complex than those selected for Grade 8). Teachers should adjust and adapt their text selections to meet student learning needs.</p> <p>Text selections do not appear to increase in complexity within the Course III materials.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated</p>	<p>REQUIRED</p> <p>2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing</p>	<p>Yes</p>	<p>The materials include content rich, well-crafted pieces that represent all disciplines. Many pieces are produced by authorities in the discipline (e.g., a short story by Jack London, an excerpt from an H.G.Wells novel, a piece on the <i>Little Rock Nine</i> by David Margolick, editor at <i>Vanity Fair</i>, and an excerpt from a biography on Steve Jobs written by Walter Isaacson).</p>

¹ Grades 3-12 Example: Texts present vocabulary, syntax, text structures, levels of meaning/purpose similar to exemplars in [Appendix B](#).

² The process for determining quantitative and qualitative measures is described in the [Supplement to Appendix A](#). Grade band conversions for quantitative measures are determined using the chart on page 4 of the document. A description of the criteria for analyzing the qualitative features of the text is located on pages 4-6 of the document.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and technical subjects, 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.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.		
	<p>REQUIRED</p> <p>2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	Yes	<p>The materials provide teachers with high quality, content rich texts that are sequenced in a collection that are thematically related allowing for in-depth study of individual pieces.</p> <p>This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts must be supplemented.</p>
	<p>REQUIRED</p> <p>2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.</p>	Yes	<p>There are multiple, careful readings included in each unit where students engage in close reads related to the anchor texts. Units include selections that are below-, on- and above-grade level.</p> <p>Students are specifically guided to reread not just texts, but individual paragraphs and lines several times to cite textual evidence and analyze.</p>
	<p>2d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	<p>Nearly all texts are previously published rather than <i>commissioned</i>.</p>
<p>3. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9, RL.9-10.6, RI.7.7, or RI.11-12.9).</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	No	<p>The materials do not present a balance between instructional time spent with literature and information text.</p>
	<p>REQUIRED</p> <p>3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	<p>Materials include texts of different lengths and various formats (e.g., an excerpt from a graphic novel, magazine articles, newspaper articles, and excerpts from interviews).</p> <p>In Unit 2, students read an excerpt from the novel <i>The Life of Pi</i> and then watch a clip from movie itself. Later, students compare the movie with the text version. In Unit 7, students analyze a contemporary photograph of Elizabeth Eckford, one of the Little Rock Nine, and Hazel Massery, one of the members of the angry mob who was photographed shouting at Eckford in the iconic 1967 image.</p> <p>The materials include <i>related media</i> at the end of each unit that includes film and TV clips, interactive websites, magazines.</p>
	<p>3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.</p>	Yes	<p>The materials include literary nonfiction (e.g., the story of Khadijah Williams, an inspiring and driven young woman who grew up in homeless shelters and was accepted to Harvard, and an excerpt from Luong Ung’s memoir, <i>First They Killed My Father</i>).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
	<p>3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Suggestions for additional, accountable, and independent reading are included at the end of each unit under <i>Literature Circle Leveled Novels</i>.</p> <p>These suggestions seek to connect classroom concepts/topics so that students may continue developing knowledge related to the topic studied during the unit.</p> <p>Novels included in the <i>Literature Circle</i> are not only leveled, but also selected to promote independent reading experiences. Guides are included to facilitate student-led discussions. Response journals, book talks, questions, quizzes, and author studies provide accountability for independent reading.</p> <p>The teacher is provided with an opportunity to introduce and engage students in discussion of the additional and related texts read independently. These additional materials can be used to develop student comprehension and literary analysis skills needed to be independent, lifelong readers.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	N/A	
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>Questions are heavily text-dependent and require students to express their ideas in both written and spoken responses using textual evidence (e.g., At the end of each <i>Close Read</i>, students are directed to reread and analyze the text by citing evidence. Specifically, while reading the short story <i>Zebra</i> in Unit 3, students answer the following text-dependent questions: <i>Analyze Zebra’s conversation with Mrs. English. In paragraphs 139- 145, the writer shows that Zebra has a hard time asking her questions. How does the writer convey this difficulty? What does it imply when Zebra tells her, in paragraph 141, that he can’t draw?</i>)</p> <p>Direct reading instruction focuses on close reading and gathering textual evidence. Questions are structured to bring the reader to a gradual understanding of the most important learning to be drawn from the text and to determine key ideas of the text itself.</p>
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	<p>Yes</p>	<p>Questions and tasks within and at the end of each piece are scaffolded and support students in mastering sections of the text that present the greatest difficulty. Question sets begin with comprehension, evolving from recall and knowledge, to analysis, comparison, and evaluation.</p>
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (Note: not every standard must be assessed with every text.)</p>	<p>Yes</p>	<p>Questions include the language of the standards and are labeled for both teacher and student: questions focus on vocabulary, key ideas and details, text structure, words and phrases in context, writing, etc. (e.g., many of the questions related to the personal essay <i>I Couldn’t Imagine Dying My Hair Blonde</i>, focus on RI.6.5 (Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas) while studying the essay, students are asked <i>How does Mendoza’s attitude change in paragraph 4? What sentence signals this shift in Mendoza’s attitude?</i> In <i>Chunky Peanut Butter</i>, questions continue to include the language of the standards, as students are again asked to analyze how one particular word contributes to the development of ideas: <i>Gregory uses the word ‘however’ to connect two different ideas in Lines 14–15. What are these ideas?</i>)</p>
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<p>Yes</p>	<p>Questions begin with comprehension and gradually increase in complexity.</p> <p>There is also a follow-up section included with each text that contains a section for students to identify textual evidence, explore key ideas and details, and analyze the craft and structure of the piece.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.	Yes	<p>Questions support students in learning new vocabulary from through reading.</p> <p>While reading individual texts, students are routinely directed to identify the context clues that help them determine the meaning of new vocabulary (e.g., an excerpt from a memoir written by a survivor of the Pol Pot regime is used by students to define the word <i>comrade</i>, identify the context clues that lead them to the definition, and discuss the irony of the repetitive use of <i>Yes, comrade</i> in an environment that was anything but comradely).</p>
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	<p>Student progress is measured through the gradual release of support scaffolds.</p> <p>Materials offer an assessment guide. The guide is broken into formative assessments (On Demand Writing, Close Reading, Oral and Written Summaries, Accountable Independent Reading, and Literature Circles), performance tasks, and summative assessments.</p>
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Materials include rubrics for students to self-assess and peer-assess before being assessed by the teacher. Students are directed to focus on categories such as <i>Organization and Clarity, Evidence and Reasoning, and Language and Conventions</i>. Graphic organizers are provided to guide students as they organize and compose essay while speaking and listening checklists are provided to aid with presentations</p>
	<p>REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	<p>Varied modes of assessments are included throughout the materials – there are formative and summative assessment opportunities provided in the Assessment Guide. The End-of-Unit Assessment provides evidence-based selected responses, constructed responses, and a prose constructed response to measure students’ understanding of the standards and concepts covered.</p>
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	<p>The materials assess students using methods that are unbiased and accessible.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	<p>Pre-reading activities typically focus on <i>Target Words</i>. These words are introduced before reading selections – later, students answer questions about them within context. <i>Target Words</i> represent the academic and domain-specific vocabulary that is likely to appear in future texts from any discipline.</p> <p>The <i>Scaffolding All Students</i> section in the planning guide suggests approaches for pre-reading engagement.</p> <p>In Unit 1, there are essential questions that students Think-Pair-Share before discussing the unit objectives.</p>
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Reading strategies support comprehension of specific texts and focus on building knowledge and insight of text.</p>
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Each unit provides students with opportunities to reread, discuss, and write about text. Students are regularly directed to reread sections of the text with their teacher as a model/guide (e.g., In Unit 5, students are guided to reread <i>Zero Hour</i>, highlighting how Ray Bradbury portrays life on Earth during an alien invasion – students are asked <i>How does he [Bradbury] introduce, describe, and elaborate on individuals, events, and ideas?</i>)</p>
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>Materials are cleanly laid out for students and teachers. All reading selections are the center of focus, with the two/three anchor texts driving the unit’s theme.</p>
	<p>7e) 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</p>	Yes	<p>There are opportunities for teachers to engage students in discussing independent reading selections.</p> <p>Units provide differentiated instruction in order to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).		meet the needs of struggling readers and include instructional/management tips for teachers. (e.g., In Unit 1, if students struggled with determining parody in Hugh Gallagher’s Essay 3A (where, among other things, he calls himself a <i>dynamic figure</i> who scales walls and crushes ice and states that he <i>read Paradise Lost, Moby Dick, and David Copperfield in one day</i>), a reteaching strategy is outlined. Teachers are also directed to concrete strategies for additional support.
	7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	Although outside supplemented materials are needed, this content can be reasonably completed within a regular school year. It is designed to be used in a 45-50 minute ELA block with the instructional model of whole group instruction, small group or pair work, and independent work in a gradual release of responsibility. There is guidance on how long each unit will take: one month per unit, allowing for seven months of the year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	<p>The majority of written tasks require students to synthesize sources into culminating responses involving language, speaking, and listening.</p> <p>Written tasks are rooted in higher-order thinking skills (analysis & synthesis) and require students to defend their claims with evidence from the text (e.g., after reading three admission essays for college, students note the examples the student writers use to describe their individual traits and experiences, later determining what these traits and experiences reveal about the writers themselves; later in the unit, students read an article from <i>The New York Times</i> entitled <i>The Year of the MOOC</i>, a piece advocating for massive open online courses over standard college courses. In another writing task, students analyze which student writer/college applicant from the earlier essays (Mendoza, Gregory, or Gallagher) would be the best candidate to take a MOOC, noting the traits the applicant possesses that makes him/her well-suited for the online learning environment described in the article. Students must present claims and counterclaims to defend their position.)</p>
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	<p>The three modes of writing are addressed. Students write informative, argumentative, and narrative essays using exemplar models to internalize key text structures as well as the steps that effective writers follow (e.g., In Unit 7, students read, write, listen, and speak about topics that are all thematically related to the big idea, <i>Do the Right Thing</i>. The anchor texts within this unit are two book excerpts related to the Little Rock Nine. In a culminating writing task, students synthesize their understanding of the overarching theme: that being brave, doing the right thing, healing, and forgiving are all aspects of the human experience. Later in the unit, students read a piece of historical fiction and use it, along with the Little Rock Nine excerpts as models to write their own historical fiction narrative.)</p>
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	<p>The culminating writing opportunities associated with each unit are often confining, with little room for student choice. However, they are text-dependent and align to state standards (e.g., in Unit 4, students respond to the following task: How do authors portray life on earth during an alien invasion? Compare and contrast the characters and events in each text, Ray Bradbury's <i>Zero Hour</i> and an excerpt from H.G. Wells' <i>The War of the Worlds</i>, and how the authors develop them. In Unit 2, students write an objective summary of life in the extreme environments in the texts and analyze how the central idea of survival is conveyed through supporting ideas and developed over the course of the text. Both tasks are text-dependent and use the language of the standards).</p> <p>There are many writing opportunities, varied in length and time demands (short-answer responses, notes, summaries, and research summaries). In all</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
			cases, students synthesize readings and respond using textual evidence.
	<p>REQUIRED</p> <p>8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>Before beginning the writing process, students analyze an exemplar model and determine key features of the structure of that text so that they may later emulate it.</p> <p>Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards (e.g., An excerpt from <i>The Life of Pi</i> and the short story <i>The Story of Keesh</i> serve as the texts for Unit 2 where students write an objective summary of life in the extreme environments portrayed in these two texts. Students must support their responses with details and later, edit the piece with a peer who will provide feedback before publishing).</p>
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<p>Materials engage students in research projects that connect to the theme/topic being studied.</p> <p>In Unit 3, in order to provide extended opportunities for students to synthesize across texts and connect to the unit theme, students use the internet to research and read diaries and articles about real teen sailors who have attempted to circumnavigate the globe. The <i>related media</i> section at the end of each unit can be used to help students develop the expertise needed to conduct research independently.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>	No	Texts meet the complexity and quality requirements, but not range.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>	Yes	Each unit contains various opportunities for pair, group, and whole-class discussions. The materials demand that students engage in text-dependent conversations and collaborations.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>	Yes	<p>Materials build in opportunities for connections and alignment between speaking and listening, reading and writing, and language standards.</p> <p>The teacher's edition includes strategies for teaching students how to engage in class discussion – for example, the <i>Idea Wave</i> routine can be used to increase student participation and ensure quality contributions. Sentence frames are provided so that students may better discuss texts with their peers.</p> <p>Students are encouraged to identify supporting text and to use academic language in written tasks and oral responses.</p>
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Active listening, note taking, questioning, and commenting on others are all expectations – further, checklists included for presenting ensure that all voices are heard and students comment and reflect on classmates' contributions.

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VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	Yes	Grammar and language conventions are addressed throughout each unit, with specific conventions explicitly tied to the reading selections. The majority of language activities in the materials focus on <i>vocabulary acquisition and use</i> (RL.8.4—RL.8.6).
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Graphic organizers are present in each unit so that students may confront and correct their own error patterns in usage and conventions.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to examine the language of texts. There is specific evident concerning the standard related to <i>vocabulary acquisition and use</i> (e.g., while reading an excerpt from David Margolick’s book <i>Elizabeth and Hazel: Two Woman of Little Rock</i> , students are directed to discuss the word <i>evasions</i> as used in the text. Students are asked: <i>Do the nearby words discrepancies and inconsistencies suggest a negative or positive connotation for evasions? Based on the overall context of the story, what does Elizabeth likely think that Hazel wants to evade?</i> Students are routinely encouraged to examine the structure of model essays and to apply techniques used by writers in their own writing.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	<p>The <i>Writing Performance Task</i> for each unit requires students to model their own writing after the model texts they study, mimicking the language and organizational patterns they have read.</p> <p>In Unit 4, students read <i>La Vida Robot</i>, an article from <i>Wired</i> magazine, an excerpt from Steve Jobs’ biography by Walter Isaacson, and the informational essay, <i>Analysis of a Team: More than the Sum of its Parts</i>. The author of the informational essay compares and contrasts how the two authors of the aforementioned texts approached their shared belief – <i>an effective team consists of members who have unique and complementary skills</i>. In a culminating writing task, students determine the author’s perspective in <i>La Vida Robot</i> on the factors necessary for building a strong team and either compare or contrast it with Isaacson’s perspective.</p> <p>Note: While the informational essay is to be used as a model for students to use grade-appropriate language conventions, the writing task itself may be difficult to compose as much of the information has already been presented in the model piece.</p>

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	10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).	Yes	The writing activities provide real-world activities.

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1-10.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, 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.

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Text selections may not appear to increase across grade bands within the series, but do fall within the recommended text complexity grade bands for Grades 6-8. Texts that fall below grade-level in Lexile are generally bolstered through higher qualitative analysis. Teachers should adjust and adapt their text selections to meet student learning needs.
	2. Quality of Texts (Non-Negotiable)	No	The materials contain high quality, engaging texts. Texts in the units are written by authorities in the discipline and represent many content areas. This program is designed for teachers who are able/desire to supplement units with thematically related selections from an existing classroom library. The suggested anchor texts and extended reading texts should not be expected to stand alone.
	3. Range and Volume of Texts	No	Materials reflect the distribution of text types and genres suggested by the standards (e.g., excerpts from memoirs and novels, interviews and news articles). However, the program could be greatly improved if more related texts were made available (literature and informational).
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and writing tasks consistently require students to use textual evidence in their responses.
	6. Assessment	Yes	There are opportunities for both formative and summative assessments.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials reach all learners and provide opportunities for remediation activities – appropriate teacher modeling is provided and students are given ample opportunities to demonstrate independent comprehension.
V: Writing to Sources and Research	8. Writing to Sources	Yes	The majority of written tasks are text-dependent, require students to synthesize the pieces studied, and reflect the writing genres aligned to state standards.
VI: Speaking and Listening	9. Speaking and Listening	No	Tasks allow students regular practice with the speaking and listening skills required for college and career readiness. However, the texts used in speaking and listening questions and tasks meet the criteria for complexity and quality, but not range.
VII: Language	10. Language	Yes	The language opportunities require students to use the grammar and language conventions in writing and in speaking/listening to others.
FINAL DECISION FOR THIS MATERIAL: <u>Tier II, Approaching quality</u>			

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