

# Instructional Materials Evaluation - Student Standards Review

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: **ELA Fundamentals Units of Study with Classroom Library**

Grade: **1-3**

Publisher: **Schoolwide, Inc.**

Copyright: **2013**

Overall Rating: **Tier III, Not representing 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 3 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 criterion because texts meet the complexity requirements and are of sufficient scope and quality. Although qualitative analysis is difficult to determine because texts are not actually provided, quantitative measures indicate that texts meet complexity requirements. The text units provide a big idea and all of the texts are previously published books.	Make sure to review texts in these materials for <b>quality</b> 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 “No” for these criteria because at least 80% of all questions in the materials are not text-dependent questions as required by the indicator; some lesson questions are text dependent, but teachers would need to create questions to supplement materials. Most questions require recall and do not require deep understanding of the text.	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.
Speaking and Listening	This program currently is reviewed as “No” for these criteria because although collaboration with peers is evident, texts do not meet the range criteria.	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:** ELA Fundamentals Units of Study with Classroom Library

**Grade:** 1-3

**Publisher:** Schoolwide, Inc.

**Copyright:** 2013

(This set requires phonics/spelling support and is intended for guided/independent reading).

**Overall Rating:** Tier III, Not representing quality

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

<b>STRONG</b>	<b>WEAK</b>
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Range and Volume of Texts</u>
<u>Quality of Texts</u> (Non-Negotiable)	<u>Text-Dependent Questions</u> (Non- Negotiable)
<u>Scaffolding and Support</u>	<u>Assessment</u>
<u>Writing to Sources</u>	<u>Speaking and Listening</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 1 \(Tier 3\)](#)

[Grade 2 \(Tier 3\)](#)

[Grade 3 \(Tier 3\)](#)

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:** ELA Fundamentals with Classroom Library

**Grade:** 1

**Publisher:** Schoolwide, Inc.

**Copyright:** 2013

(This set requires phonics/spelling support and is intended for guided/independent reading).

**Overall Rating:** Tier III, Not representing quality

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

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

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
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>1. FOUNDATIONAL SKILLS:</b> Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>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><b>REQUIRED</b></p> <p><b>1a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1f)</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
	<b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. COMPLEXITY OF TEXTS:</b> Materials present a progression of texts as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a) Beginning in grade 2</b>, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis<sup>2</sup> were used in selection texts. Poetry and drama are analyzed only using qualitative measures.</p> <p><b>In all grades</b>, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>6 read aloud mentor texts, 6 shared texts, and 6 mini lesson texts are included in each of the 7 units.</p> <p>In addition to the read aloud texts, a suggested list of classroom library books, ranging from wordless books to books in the 700 Lexile range, is provided for independent reading during workshop.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	Yes	<p>The mentor texts are aligned with the exemplars in Appendix B.</p>
	<p><b>REQUIRED</b></p> <p><b>2c)</b> 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>	Yes	<p>Texts increase in complexity across grade bands. Read aloud mentor texts follow this trend.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUALITY OF TEXTS:</b> 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</p>	<p><b>REQUIRED</b></p> <p><b>3a)</b> Nearly all 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 by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	<p>Based on summaries and excerpts, all texts within a unit serve an instructional purpose and support the deep comprehension of content knowledge.</p>
	<p><b>REQUIRED</b></p> <p><b>3b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p>	Yes	<p>Read aloud text collections within the units have strong connections to the themes/topics of the unit and help students build a broad understanding of the unit theme/topic.</p>

<sup>1</sup>Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

<sup>2</sup> 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.

<p>and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3c)</b> Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<b>Yes</b>	Each unit includes mentor texts which are divided and analyzed through whole group close readings. These books are reread during the unit and used as support text in later units.
	<p><b>3d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<b>Yes</b>	The majority of texts are previously published texts.
<p><b>4. RANGE AND VOLUME OF TEXTS:</b></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 of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, or <a href="#">RI.2.3</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<b>Yes</b>	Materials are well balanced between literature and informational texts, including units on fiction and nonfiction, as well as a balanced suggested classroom library.
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>No</b>	Although a wide range of printed texts is provided, there are no other forms of text.
	<p><b>4b)</b> Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<b>Yes</b>	Based on summaries and appendices documents, informational texts are structured as informational text, not narrative text, especially in the nonfiction reading and writing units where text structure is analyzed and used by the students.
<p><b>4d)</b> 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>	<b>Yes</b>	A workshop setting is suggested for each lesson in which students are provided independent reading time, while the teacher works with a small group. Student/Teacher conferences are used to evaluate student learning.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	Questions are text-dependent. However, the number of questions is limited within each lesson. Instead, read-aloud time is used to discuss the information in the text through <i>think-aloud</i> and teacher modeling. Teachers would need to create text-dependent questions to supplement materials.
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	<b>Yes</b>	The use of think aloud/modeling and limited questioning during the readings elicit sustained attention to the text. Multiple texts are used to develop content knowledge and connections between texts.
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	<b>Yes</b>	Despite the limited number of questions and tasks they do include the language of the standards.
	<p><b>5d)</b> Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<b>Yes</b>	Comprehension is the focus of the read-aloud. Later in the lessons and mini lessons they move toward interpreting or evaluating text and ideas.
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	<b>Yes</b>	Vocabulary is developed through discussions and teacher modeling and Tier 2 and 3 vocabulary words are provided for each mentor and shared text.  Independent tasks include vocabulary development.
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed</p>	<p><b>REQUIRED</b></p> <p><b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Yes</b>	<i>Student Self-Assessment</i> tools were available in the appendices. Lessons include scaffold teacher support.
	<p><b>REQUIRED</b></p> <p><b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	Some assessment rubrics were provided, but the majority of the lesson tasks/assessments were without guidelines or rubrics.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
grade-specific standards with grade-level text(s).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	Formative, summative, and self-assessments were found. No pre-assessments were found.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	
	<b>6e)</b> When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	<b>No</b>	Although re-teaching is suggested during independent reading/workshop time, no materials are provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities are focused on the text and are limited to less than 10% of the reading instructional time.
	<p><b>REQUIRED</b> <b>7b)</b> Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Full comprehension of the text is the focus of the read aloud materials. Comprehension strategies are not the focus and are not taught in isolation.
	<p><b>REQUIRED</b> <b>7c)</b> 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	Texts are read and reread during the units for both discussion and writing activities. Texts are reread during later units in order to make connections between texts.
	<p><b>7d)</b> 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 texts for extension, etc.).</p>	No	Although small group instruction is suggested during independent reading/workshop time, no materials or instructional options are provided.
	<p><b>7f)</b> The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Despite the fact that reading selections are not included in the units, the materials are easy to use and well laid out.
	<p><b>7e)</b> 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>	Yes	The 7 units provide a total of 126 lessons (i.e., read-aloud, shared texts, and mini lessons).  Each lesson includes the time allotted for the activities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>8a)</b> Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	7 writing units are available. These units include narrative writings, informational writings, and opinion pieces. These writing units include mentor texts which are used in the writing process. In addition various writing activities in response to the read texts are included in the reading units.
	<p><b>REQUIRED</b>  <b>8b)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Writing activities range from notes on a sticky note to process writing an informational book.
	<p><b>REQUIRED</b>  <b>8c)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Writing activities both in the reading units and in the writing units are in response to the reading of a text. Writings are text dependent and require students to connect to what they have heard or read. Students are provided with opportunities to work as a class or small group to collaborate on the writing process. Students are given opportunities to share writings with classmates.
	<p><b>REQUIRED</b>  <b>8d)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	NA	Foundational standards are not part of the materials.
	<p><b>8e)</b>Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	NA	Foundational standards are not part of the materials.
	<p><b>8f)</b> Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Research is used to develop content knowledge for informational writing.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	No	Texts did not meet Criteria 4 (i.e., range); only printed texts are used.
	<p><b>REQUIRED</b> <b>9b)</b> As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Opportunities for partner <i>turn and talks</i> , small group work and discussions, and group workshop activities are suggested.
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Much of the read aloud time is used to discuss the information in the text through <i>think-aloud</i> and teacher modeling. Through these directions and modeling opportunities, students are encouraged to use academic language and grade appropriate oral language.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Throughout the lessons, students are encouraged to take notes on sticky notes, use graphic organizers, and generate questions.
	<p><b>9e)</b> Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Read-aloud requires students to develop listening skills. Presentations and discussions encourage the development of speaking skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	No	The Grammar units do not cover all of the Language Standards. For example, nouns, pronouns, conjunctions, and affixes are not taught.
	<p><b>REQUIRED</b>  <b>10c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	No	Opportunities to discover usage patterns, and compare them to their own language are not frequent enough to develop proficiency.
	<p><b>REQUIRED</b>  <b>10d)</b> 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	Students are immersed in multiple texts and encouraged to use the texts as models for their own writing throughout the writing units.
	<p><b>REQUIRED</b>  <b>10e)</b>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>	No	Connections between the reading, writing, and grammar portion are very weak. They can stand alone as separate programs.
	<p><b>10b)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Presentations, discussions, and partner talks provide students will opportunities to practice natural language.

**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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Foundational Skills	1. Foundational Skills( <b>Non-Negotiable*</b> )	<b>N/A</b>	This set requires phonics/spelling support and is intended for guided/independent reading.
II: Text Selection	2. Complexity of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Materials provided texts that meet the complexity requirements.
	3. Quality of Texts ( <b>Non-Negotiable</b> )	<b>Yes</b>	Texts are of sufficient scope and quality.
	4. Range and Volume of Texts	<b>No</b>	Texts were only in traditional printed form.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions ( <b>Non-Negotiable</b> )	<b>No</b>	Text-dependent questions are limited. Although supplemented by teacher think alouds and modeling, teachers would need to create questions to further supplement materials.
	6. Assessment	<b>No</b>	Rubrics and guidelines did not provide sufficient guidance. No pre-assessments were provided.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	Materials provide all students with opportunities to comprehend complex text. However, no differentiated materials were provided.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	A wide range of text dependent writing tasks were provided to meet the writing standards.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	Text used in speaking and listening tasks did not meet the Criteria 4 (i.e. range and volume of texts).
VII: Language	10. Language	<b>No</b>	Not all Language Standards are addressed. Connections between the reading, writing, and grammar portion are very weak; they can stand alone as separate programs.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*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:** ELA Fundamentals with Classroom Library

**Grade:** 2

**Publisher:** Schoolwide, Inc.

**Copyright:** 2013

(This set requires phonics/spelling support and is intended as a guided/independent reading program).

**Overall Rating** Tier III, Not representing quality

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

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

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
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>1. FOUNDATIONAL SKILLS:</b> Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>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><b>REQUIRED</b></p> <p><b>1a)</b> Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of <a href="#">Appendix A</a>, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1b)</b> Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	N/A	
	<p><b>REQUIRED</b></p> <p><b>1f)</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p>	N/A	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)</b>			
	<b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Text Selection</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>2. COMPLEXITY OF TEXTS:</b> Materials present a progression of texts as stated by Reading Standard 10<sup>1</sup> and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>2a) Beginning in grade 2</b>, materials provide texts that fall within grade-level complexity bands, indication that quantitative measures and qualitative analysis<sup>2</sup> were used in selection texts. Poetry and drama are analyzed only using qualitative measures.  <b>In all grades</b>, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Quantitative measures have been identified within grade band; however, it should be noted that qualitative measures cannot be fully assessed because text are independently published and not provided as part of the curriculum.
	<p><b>REQUIRED</b>  <b>2b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a>.</p>	Yes	Of the 10 mentor texts analyzed, 8 are in the grade band level.
	<p><b>REQUIRED</b>  <b>2c)</b> 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>	Yes	Texts increase in complexity across grade bands. Read-aloud mentor texts follow this trend.
<p><b>Tier 1 and 2 Non-Negotiable</b>  <b>3. QUALITY OF TEXTS:</b> 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</p>	<p><b>REQUIRED</b>  <b>3a)</b> Nearly all 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	Texts are informative and entertaining (e.g., Science, social studies, and the Arts are included).
	<p><b>REQUIRED</b>  <b>3b)</b> Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p>	Yes	Informative texts with teacher supports to analyze them are available. There are no print texts.

<sup>1</sup> Grades K-2 Example: Student-read texts include the introduction of additional phonic patterns, increasing sentence length, etc. Read-aloud texts fall within the grades 2-5 band and are similar to exemplars in [Appendix B](#).

<sup>2</sup> 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.

<p>and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>3c)</b> Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<b>Yes</b>	Teacher supports are available to perform careful reads. Lessons are scaffolded to build knowledge about topics and ideas.
	<p><b>3d)</b> Nearly all texts are previously published rather than “commissioned.”</p>	<b>Yes</b>	The majority of texts are previously published texts.
<p><b>4. RANGE AND VOLUME OF TEXTS:</b></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 of the <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.K.9</a>, <a href="#">RI.1.9</a>, or <a href="#">RI.2.3</a>).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>4a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<b>Yes</b>	There is an equal balance of fiction and nonfiction text.
	<p><b>REQUIRED</b></p> <p><b>4c)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<b>No</b>	There are only nonfiction, fiction, and poetry.
	<p><b>4b)</b> Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<b>Yes</b>	Some nonfiction is narrative in structure, but most is not.
	<p><b>4d)</b> 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>	<b>Yes</b>	Interesting texts as well as teacher supports for a systematic reading and rereading of the texts are provided.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>5. TEXT-DEPENDENT QUESTIONS:</b> Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	Some example lesson questions and tasks are text dependent, but there are very few modeled questions. Teachers will need to generate their own questions to supplement materials.
	<p><b>REQUIRED</b></p> <p><b>5b)</b> Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	<b>Yes</b>	Other texts are referenced in some questions. For example, Reading 2 Patterns in the Natural World Lesson 8 Extension requires students to utilize information from the mentor text and a magazine excerpt.
	<p><b>REQUIRED</b></p> <p><b>5c)</b> Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	<b>Yes</b>	The language of the standards is addressed in the wording of the questions.
	<p><b>5d)</b> Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<b>Yes</b>	Students are asked to start with recall and <i>Big Idea</i> questions. Very little interpretive or evaluative questions are used at the beginning.
	<p><b>5e)</b> Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	<b>Yes</b>	Through multiple reads of the text, questions support unpacking the text.
<p><b>6. ASSESSMENT:</b> 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 grade-level text(s).</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Yes</b>	The teacher graphic organizer <i>Where are my students in the Reading Process</i> is available. Gradual release of students monitoring their abilities is not evident.
	<p><b>REQUIRED</b></p> <p><b>6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>No</b>	Some examples of student work exemplars available in resources.  Assessment structure and rubric available for each unit assessment.  Rubrics <b>are not</b> provided for the day to day

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
			lessons, only for the summative assessment.
	<b>REQUIRED</b> <b>6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	Student performance checklist and summative assessments are available for each unit but are still missing parts of the rubric.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	No indication of bias.
	<b>6e)</b> When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	<b>No</b>	Reteach materials not evident in the digital format reviewed.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>7a)</b> 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	Script and time allotment available to the teacher. Each lesson provides a <i>Before the Read</i> section. This does not involve more than 10% of the allotted time.
	<p><b>REQUIRED</b> <b>7b)</b> Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Comprehension strategies are generalized and related to other texts in the materials, keeping the text as the main focus.
	<p><b>REQUIRED</b> <b>7c)</b> 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	Teachers are continuously directed to take students to certain portions of the text to discuss big ideas.
	<p><b>7d)</b> 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 texts for extension, etc.).</p>	No	Differentiated learning is not evident in the digital access.
	<p><b>7e)</b> The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Teacher directions and script available to support teachers if needed.
	<p><b>7f)</b> 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>	Yes	The digital content available is easily finished in a year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>8a)</b> Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Extensive writing tasks and purposes are available. For example, in Grade 2-Patterns in the Natural World Lesson 8, students reflect and synthesize ideas in writing. They are organized in a logical order.
	<p><b>REQUIRED</b>  <b>8b)</b> Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Extensive writing tasks and purposes are available. Students take notes in Reading Notebooks and use various graphic organizers to prepare different types of writing.
	<p><b>REQUIRED</b>  <b>8c)</b> Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Lessons are structured with a modeled shared read, then independent practice, which involves some sort of collaboration, with another text. Students extend that work in writing either through homework or extension(s).
	<p><b>REQUIRED</b>  <b>8d)</b> Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	N/A
	<p><b>8e)</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	<i>Reflection On Our Work</i> provides monitoring opportunities.
	<p><b>8f)</b> Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	The content literacy units engage students in many short research projects.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>9a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	<b>No</b>	Grade 2 texts represent a variety of <i>Lexile</i> levels from 2 <sup>nd</sup> to 4 <sup>th</sup> grades (i.e., 450L-980L). Texts also do not meet the range criteria.
	<p><b>REQUIRED</b> <b>9b)</b> As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	<b>Yes</b>	Opportunities to collaborate with peers evident in mini-lessons of the reading portion.
	<p><b>REQUIRED</b> <b>9c)</b> Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	<b>Yes</b>	Directions are evident throughout the mini-lessons. Modeling is weakly demonstrated.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	<b>Yes</b>	Numerous graphic organizers and group activities to use them. Speaking and listening skills encouraged.
	<p><b>9e)</b> Materials include a variety of authentic speaking and listening activities for student practice.</p>	<b>Yes</b>	Speaking and listening skills encouraged.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>o10. LANGUAGE:</b> 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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b>  <b>10a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	<p><b>No</b></p>	<p>The materials do not address reflexive pronouns, adjectives and/or, adverbs.</p>
	<p><b>REQUIRED</b>  <b>10c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	<p><b>Yes</b></p>	<p>Evident in most portions, but especially in the dialogue section.</p>
	<p><b>REQUIRED</b>  <b>10d)</b> 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>	<p><b>Yes</b></p>	<p>Several instances of modeling from test to graphic organizer are found in the grammar portion.</p>
	<p><b>REQUIRED</b>  <b>10e)</b> 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>	<p><b>No</b></p>	<p>Connections between the reading, writing, and grammar portion are very weak. They can stand alone as separate programs.</p>
	<p><b>10b)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	<p><b>Yes</b></p>	<p>Varied purposes for reading and writing evident.</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.

<b>FINAL EVALUATION</b>			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
<b>Section</b>	<b>Criteria</b>	<b>Y/N</b>	<b>Final Justification/Comments</b>
I: Foundational Skills	1. Foundational Skills <b>(Non-Negotiable*)</b>	<b>N/A</b>	This set is intended to be used as a guided/independent reading program.
II: Text Selection	2. Complexity of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Although qualitative analysis is difficult to determine because texts are not actually provided, quantitative measures indicate that texts meet complexity requirements.
	3. Quality of Texts <b>(Non-Negotiable)</b>	<b>Yes</b>	Texts and vocabulary do not build reading foundational skills. They are however, entertaining and nonfiction text is informative. Texts provide study for comprehension and not used to build the skills of decoding.
	4. Range and Volume of Texts	<b>No</b>	Equal balance of fiction and nonfiction texts. There are nonfiction, fiction, and poetry only. Some nonfiction is narrative in structure, but most is not.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	<b>No</b>	Some lesson questions are text dependent, but teachers would need to create questions to supplement materials. Most questions require recall and do not require deep understanding of the text.
	6. Assessment	<b>No</b>	A teacher graphic organizer, <i>Where Are My students in the Reading Process</i> , is available. Gradual release of students monitoring their abilities is not evident. Some examples of student work exemplars is available as a resource. There is an assessment structure and rubric available for each unit assessment. Student performance checklist and summative assessments are also available for each unit.
IV: Scaffolding and Support	7. Scaffolding and Support	<b>Yes</b>	Script and time allotment is made available to the teacher. Comprehension strategies generalize to other texts. Teachers are continuously directed to take students to portions of the text to discuss big ideas.
V: Writing to Sources and Research	8. Writing to Sources	<b>Yes</b>	Extensive writing tasks and purposes are available. Mentor texts for writing are independent of reading texts.
VI: Speaking and Listening	9. Speaking and Listening	<b>No</b>	Texts represent a variety of <u>Lexile</u> levels from 2nd to as high as 4th grades. Opportunities to collaborate with peers evident in mini-lessons of the reading portion of the basal. Directions are evident throughout the mini-lessons. Modeling is weakly demonstrated in the reading portion.
VII: Language	10. Language	<b>No</b>	The materials do not address reflexive pronouns, adjectives and/or adverbs. Several instances of modeling from text to graphic organizer are found in the grammar portion. Connections between the reading, writing, and grammar portion are very weak; they can stand alone as separate programs.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

\*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:** ELA Fundamentals with Classroom Library

**Grade:** 3

**Publisher:** Schoolwide, Inc.

**Copyright:** 2013

(This set is intended to be used as a guided/independent reading program).

**Overall Rating:** Tier III, Not representing quality

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

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

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
<b>I. Text Selection</b>			
<b>Tier 1 and 2 Non-Negotiable</b> <b>1. COMPLEXITY OF TEXTS:</b> Materials present a progression of complex texts as stated by Reading Standard 10 <sup>1</sup> .  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>REQUIRED</b> <b>1a)</b> Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis <sup>2</sup> were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Quantitative measures have been identified within grade band, however qualitative measures cannot be fully assessed because texts are independently published and only summaries are provided as part of the curriculum.
	<b>REQUIRED</b> <b>1b)</b> Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in <a href="#">Appendix B</a> .	Yes	Of the 12 mentor texts analyzed, 9 were in grade level bands, 2 were not in grade level bands, and one had no grade level band.
	<b>REQUIRED</b> <b>1c)</b> 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.	Yes	Texts increase in complexity across grade bands. Read-aloud mentor texts follow this trend.
<b>Tier 1 and 2 Non-Negotiable</b> <b>2. QUALITY OF TEXTS:</b> 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	<b>REQUIRED</b> <b>2a)</b> 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.	Yes	The texts serve an instructional purpose. Units focus on a variety of topics including Science, Social Studies, and the Arts.
	<b>REQUIRED</b> <b>2b)</b> 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 a sequence of understanding for students about the topics under study. Lessons are scaffolded to build knowledge about topics and ideas.

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

<sup>2</sup> 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
<b>I. Text Selection</b>			
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	<b>REQUIRED</b> <b>2c)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	Yes	The collection is split into units of study. Each unit of study provides multiple careful readings for the mentor text.
	<b>2d)</b> Nearly all texts are previously published rather than “commissioned.”	Yes	
<b>3. RANGE AND VOLUME OF TEXTS:</b> 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 <a href="#">standards</a> and included in the text of the standards (e.g., <a href="#">RL.2.9</a> , <a href="#">RL.9-10.6</a> , <a href="#">RI.7.7</a> , or <a href="#">RI.11-12.9</a> ).  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED</b> <b>3a)</b> In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	The materials present an overall balance between the use of literature and informational text.
	<b>REQUIRED</b> <b>3b)</b> Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	No	There are no non-print texts.
	<b>3c)</b> Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Many of the supplemental texts include informational text structures.
	<b>3d)</b> Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Each lesson provides specific tasks that students are to do during independent reading time. There are also specific conference questions that teachers can use with students during independent reading time.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>II. Foundational Skills (grades 3-5 only)</b>			
<p><b>Tier 1 and 2 Non-Negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> 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>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>REQUIRED</b> <b>4a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p><b>REQUIRED</b> <b>4b)</b> 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><b>REQUIRED</b> <b>4c)</b> 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><b>REQUIRED</b> <b>4d)</b> 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><b>REQUIRED</b> <b>4e)</b> 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
<b>III. Questions and Tasks</b>			
<p><b>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS:</b> 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 type="checkbox"/> Yes   <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>5a)</b> At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	<b>No</b>	Most questioning requires the completion of some type of task and is not necessarily a regular question. Examples are given of typical oral questions, but teachers must generate their own during oral reading. Materials provide opportunity for written and spoken responses.
	<p><b>REQUIRED</b> <b>5b)</b> 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>	<b>Yes</b>	There is a very coherent sequence in building of questions through the materials.
	<p><b>REQUIRED</b> <b>5c)</b> 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>	<b>Yes</b>	Tasks that students complete incorporate the wording of the standards.
	<p><b>5d)</b> Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	<b>Yes</b>	Questions and tasks allow for the students to work through the standards for comprehension purposes. Materials start with the <i>big ideas</i> and move to focusing on interpretation.
	<p><b>5e)</b> 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>	<b>Yes</b>	Through reading of texts multiple times, questioning supports students unpacking the vocabulary.
<p><b>6. ASSESSMENT:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p><b>REQUIRED</b> <b>6a)</b> Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<b>Yes</b>	Materials include a guide for daily anecdotal notes which provide for gradual release of supporting scaffolds, a <i>Student Performance Checklist</i> which allows teachers to individually track students' progress for understanding of unit expectations aligned with standards, and conference questions to work with students daily during guided instruction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>III. Questions and Tasks</b>			
with appropriately complex text(s). <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>REQUIRED 6b)</b> Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	<b>No</b>	Rubrics and guidelines are only provided for the final summative unit assessment. No rubric or guidelines are provided for daily assessments.
	<b>REQUIRED 6c)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	<b>No</b>	There are no pre- or self-assessments for students. The materials provide summative and formative assessments.
	<b>6d)</b> Materials assess student proficiency using methods that are unbiased and accessible to all students.	<b>Yes</b>	There are many different methods of formative assessment. All methods would be accessible to all students.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>IV. Scaffolding and Support</b>			
<p><b>7. SCAFFOLDING AND SUPPORT:</b> 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><b>REQUIRED</b> <b>7a)</b> 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	Each lesson provides <i>Before the Read</i> to focus and engage students for the text. Activities do not devote more than 10% of the lesson to pre-reading activities.
	<p><b>REQUIRED</b> <b>7b)</b> 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	Multiple opportunities are provided for students to read and fully comprehend the text. The text is the focus, not specific strategies.
	<p><b>REQUIRED</b> <b>7c)</b> 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	Multiple opportunities are provided for students to return to focused parts of the text.
	<p><b>REQUIRED</b> <b>7d)</b> 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	There are no reading selections provided. Students will receive individual texts. The materials provided for the teachers are easy to use and cleanly laid out.
	<p><b>7e)</b> 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 texts for extension, etc.).</p>	No	There are no additional suggestions or materials provided to support teachers address varying needs at the unit or lesson level.
	<p><b>7f)</b> 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>	Yes	Materials provide for 126 lessons with mini lessons and guided reading lessons.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>V. Writing to Sources and Research</b>			
<p><b>8. WRITING TO SOURCES:</b> 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><b>REQUIRED</b> <b>8a)</b> 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	Writing tasks toward the end of the unit require students to return to the essential question and use evidence from texts in their writing. For example, Grade 3 US Government-Fundamental Concepts Lesson 9 requires students to develop and defend an opinion using evidence from text. Tasks are written in a very logical sequence to provide student understanding of the writing process.
	<p><b>REQUIRED</b> <b>8b)</b> 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	Multiple writing tasks at the end of units focus on the different modes of writing and require students use textual evidence.
	<p><b>REQUIRED</b> <b>8c)</b> 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	There are many different writing opportunities provided during the unit. For example, The Grade 3 Fiction Unit uses a Reading Notebook.
	<p><b>REQUIRED</b> <b>8d)</b> 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	Each lesson provides an opportunity for connections between writing, speaking and listening, reading, and language standards.
	<p><b>8e)</b> Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	The units provided for writing instruction engage students in many short research projects.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VI. Speaking and Listening</b>			
<p><b>9. SPEAKING AND LISTENING:</b> 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><b>REQUIRED</b> <b>9a)</b> 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>	<b>No</b>	Texts meet text complexity and quality standards, but not range.
	<p><b>REQUIRED</b> <b>9b)</b> 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>	<b>Yes</b>	Most of the units call for teacher/student interaction and independent practice. The only student collaboration takes place during "Partnership or Small Group."
	<p><b>REQUIRED</b> <b>9c)</b> 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>	<b>Yes</b>	All lessons contain teacher modeling of discussion about text and "Partnership or Small Group" discussions. Academic language and grade appropriate oral language conventions are used.
	<p><b>9d)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>	<b>Yes</b>	Lessons require students to develop active listening skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>VII. Language</b>			
<p><b>10. LANGUAGE:</b> 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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>REQUIRED</b> <b>10a)</b> 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 <a href="#">standards</a>.</p>	No	Not all of the topics addressed in the unit align to the Language standards.
	<p><b>REQUIRED</b> <b>10b)</b> Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	A self-assessment of student work is provided in the Writing Fundamentals section for students to edit their work by confronting their own errors.
	<p><b>REQUIRED</b> <b>10c)</b> 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	Mentor texts are provided for Writing fundamentals and Grammar lessons.
	<p><b>REQUIRED</b> <b>10d)</b> 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>	No	Connections between the reading, writing, and grammar portion are very weak. They can stand alone as separate programs.
	<p><b>10e)</b> Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Students must present all of the writing completed in the Writing Fundamentals section of the materials.

**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 <b>(Non-Negotiable)</b>	Yes	Overall the complexity of text is accurate but there is no concrete evidence of qualitative analysis because texts are not provided..
	2. Quality of Texts <b>(Non-Negotiable)</b>	Yes	The text units provide a <i>big idea</i> and all of the text are previously published books.
	3. Range and Volume of Texts	No	There is a balance between informational and literature text. There are not many different formats for text such as video, art, and music.
II: Foundational Skills	4. Foundational Skills <b>(Non-Negotiable*)</b>	N/A	
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions <b>(Non-Negotiable)</b>	No	There are a few oral questions provided, but most of the questioning is done with assigned student tasks. Teachers would need to create questions to further supplement materials.
	6. Assessment	No	The assessments that are provided give opportunity to measure student understanding, but additional assessments are required.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	The materials are clearly laid out. Directed rereading of text is provided.
V: Writing to Sources and Research	8. Writing to Sources	Yes	All modes of writing are provided. Materials have built in mentor books to engage students in the reading and writing process.
VI: Speaking and Listening	9. Speaking and Listening	No	Discussion is not built into the program. Although time is provided for a reading workshop, there are no materials to engage students in discussion.
VII: Language	10. Language	No	Not all of the Language standards are addressed. Connections between the reading, writing, and grammar portion are very weak; they can stand alone as separate programs.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

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