



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



Title: [ELA Online Resource Bundles](#)

Grade: [6-8](#)

Publisher: [Spider Learning, Inc.](#)

Copyright: [2016](#)

Overall Rating: [Tier III, Not representing quality](#)

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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

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

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



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STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials provide texts that are qualitatively appropriate for Grade 6. The Semester A texts are “The Boy on the Wooden Box” by Leon Leyson at 1000L (Unit 1), “Red Scarf Girl” by Ji-Li Jiang at 780L (Unit 2), “The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl” by Timothy Egan at 850L (Unit 3), and “Freedom Walkers” by Russell Freedman at 1110L (Unit 4). The Semester B texts are “The Giver” by Lois Lowry at 760L (Unit 1) and “The Wolves in the Walls” by Neil Gaiman at 500L (Unit 2). These texts may be qualitatively appropriate, such as “The Giver;” however, over 50% of the anchor texts fall below the Lexile band and are taught in isolation, meaning they are not paired with texts that quantitatively meet grade-level requirements.
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester B, Unit 3 anchor text, “I Know Why the Caged Bird Sings” by Maya Angelou; Semester B, Unit 2 text, “The Wolves in the Walls” by Neil Gaiman; and,

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

⁶ Authentic texts are previously published rather than “commissioned.”

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			Semester B, Unit 4 texts, “Stopping by Woods on a Snowy Evening” by Robert Frost and “Casey at the Bat” by Ernest Lawrence Thayer.
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	No	<p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather than coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on writing: Unit 1 is “Understanding Texts and Forming Opinions,” Unit 2 is “Planning a Writing Project,” Unit 3 is “Nonfiction Texts, Organization, Evidence, and Arguments,” Unit 4 is “Creating and Presenting Arguments,” Unit 5 is “Collecting and Comprehending Sources,” and Unit 6 is “Establishing and Writing Clear Arguments.” Semester B includes 6 units that focus on literature: Unit 1 is “Reading and Analyzing Literature,” Unit 2 is “Writing Fiction,” Unit 3 is “Reading Poetry,” Unit 4 is “Writing Poetry,” Unit 5 is “Writing an Academic Essay,” and Unit 6 is “Creating Digital Presentations.”</p> <p>Semester B, Unit 1 contains “The Giver” by Lois Lowry, but students do not encounter another complex text with connected</p>

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			<p>themes or topics through the sequence of lessons. In Semester B, Unit 5, “Writing an Academic Essay,” Lesson 9, “Writing for an Audience,” students watch a video about a man who plans a presentation about playground safety, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grades 7 and 8, Semester B, Unit 5, Lesson 9).</p> <p>The three facets of the lesson include 1) learning about audiences and a technology-enhanced item, “Match the parts of each sentence so they describe the importance of knowing your audience,” 2) the three types of author’s purpose and a technology-enhanced item, “Read each example carefully and choose the correct purpose for each example given,” and 3) essay hooks and a technology-enhanced item, “Read each draft carefully and decide which ones the student should KEEP and which they should TOSS.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6 technology-enhanced items. Students do not</p>

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			practice writing in the “Writing for an Audience,” nor any other lesson in the “Writing an Academic Essay” Unit. Additionally, the unit does not include texts.
	<p>REQUIRED</p> <p>1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	No	While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, in Semester B, Unit 1, “Reading and Analyzing Literature,” students read the text “The Giver.” Each lesson focuses on different elements of the novel such as character, plot, and author’s purpose. Questions are skill-based, such as in Lesson 11: “Highlight the aspects of a good plot.” In the summary section of Lesson 11, students are asked, “List some of Jonas's character traits. Were these traits things that were directly stated by the author or indirectly told through speech, thoughts, actions, or appearances?” Students do not read any accompanying texts throughout the unit, and although they revisit sections of the text, such as in Lesson 9 when students listen to Chapter 1 a second time, these multiple readings are infrequent and do not sufficiently support students in knowledge building.
	<p>1e) 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	The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The

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			<p>Semester A texts progress as follows: "The Boy on the Wooden Box" by Leon Leyson at 1000L (Unit 1), "Red Scarf Girl" by Ji-Li Jiang at 780L (Unit 2), "The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl" by Timothy Egan at 850 (Unit 3), and "Freedom Walkers" by Russell Freedman at 1110L. These texts are moderately complex.</p> <p>The Semester B materials include "The Giver" by Lois Lowry at 760L (Unit 1) and "The Wolves in the Walls" by Neil Gaiman at 500L (Unit 2). These texts are also moderately complex. Texts such as "Boy on the Wooden Box" and "The Giver" exhibit similar quantitative and qualitative features, and "The Giver" begins the Semester B material. These texts do not progress as students move through the grade 6 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g.</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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<p>RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	literature/informational texts to help determine the appropriate balance.)		
	<p>REQUIRED</p> <p>2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	

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<p>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</p> <p>3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and</p>	N/A	

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	making meaning from reading.		
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A	
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	No	<p>Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself.</p> <p>For example, in Semester B, Unit 1, Lesson 7, students repeatedly examine “The Giver” using questions such as “What is the purpose for using the words ‘still firmly’ on his shoulder?” “What is the author’s purpose for</p>

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			<p>telling us he does not lie, nor is he 'tempted' to lie?" "Think about the different types of text you have read. Make a list and identify the author's purpose for writing them."</p> <p>Students are guided through building skill throughout this unit, but do not develop knowledge on the themes or topic present. The text used is taught in isolation. While questions incorporate reading and language skills, the questions do not integrate writing, speaking, and listening.</p>
	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>No</p>	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>Evidence of writing present is opinion based and low-demand. For example, Semester B, Unit 1, Lesson 14 includes the task, "Reflect back on "The Giver" and in your digital notebook write down two opinions you have about the story. Provide at least three pieces of evidence to support your opinion. Does the evidence really support your opinion?" In</p>

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			Semester A, Unit 3, Lesson 14, students are asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. Only 2 of the 12 questions ask students about the reading assignment from the previous lesson.
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks do not support students in examining language. For example, in Unit 1, Semester A, Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues.” A task within the lesson states, “Read the passages below. Unknown words are underlined. Highlight the word or words that help determine or clarify their meanings.” The excerpt that follows these questions is taken from “The Boy on the Wooden Box.” Another task within the lesson follows: “Each sentence below contains an unfamiliar word, which is underlined. Read the sentences and determine the meaning of the underlined words. Then match the words to their definitions.” While identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is</p>

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			<p>only examined when the specific lesson skill-focus demands. For example, Semester B, Unit 1, Lesson 7 requires students examine vocabulary and author’s choices critical to meaning in pursuit of the skill of determining author’s purpose; however, Lesson 12 of this unit is entitled “Developing the Overall Story and Structure” and presents more abstract tasks such as, “Write down ways the events have occurred [in "The Giver"] and how you predict the story to end because of all the events that have happened up to this point.”</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 2, Lesson 15, the “Unit Exam,” students are asked to answer a variety of multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “Read the sample story below. Then, in a short paragraph, explain whether or not the story is written in a logical order. Support your answer with evidence from the story,” “In a short paragraph, explain whether or not the passage below uses precise</p>

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			<p>language. Support your answer with evidence,” or “In a short paragraph, describe what a well-written and effective conclusion does. Provide two things the conclusion does in your response.” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For example, Semester B, Unit 1, Lesson 14 includes the writing task, “Reflect back on “The Giver” and in your digital notebook write down two opinions you have about the story. Provide at least three pieces of evidence to support your opinion. Does the evidence really support your opinion?”</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards.</p> <p>For example, Semester B, Unit 5, Lesson 8 asks students to “Match the description of the sub-genres,” giving answer choices such as, “Realistic fiction,” “Diamante poem,” “Tragedy,” “Legend,” and “Informational text.” Some questions may include language of the standards, such as Semester B, Unit 1, Lesson 7: “Think about the different types of text you have read. Make a list and identify the author’s purpose in writing them.”</p>

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			However, while students are to consider the author’s purpose, as mentioned in the standards, there is no demand for students to engage in thinking at depth and complexity. Furthermore, complex engagement with the text and its meaning is not demanded by culminating writing tasks with explicit demands to reference the text.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p> <p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p>	<p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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	<p>For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to reference unit texts, and students do not revisit unit texts to deepen

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			understanding.
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to compose responses, but not always in reference to texts within the materials.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

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



Title: **ELA Online Resources Bundles**

Grade: **7**

Publisher: **Spider Learning**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁹ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide texts that are qualitatively appropriate for grade 7. The Semester A texts are “Boy: Tales of Childhood” by Roald Dahl at 1020L (Unit 1), “A Gathering of Days” by Joan Blos at 960L (Unit 2), “It Was Never about the Ketchup! The Life and Leadership Secrets of H. J. Heinz” by Steve Lentz (Unit 3), “The Whiskey Rebellion” by William Hogeland at 1110L (Unit 4), “I Have a Dream” by Martin Luther King, Jr. at 1030L (Unit 5), and “A Time for Choosing” by Ronald Reagan (Unit 6). The Semester B texts are “When You Reach Me” by Rebecca Stead (Unit 1) at 750L and “She Walks In Beauty: Poetry Anthology” by Caroline Kennedy (Unit 4). These texts are qualitatively appropriate, such as “I Have a Dream,” making demands in knowledge with the Civil Rights movement, language with figurative language and repetition, structure as a speech, and meaning with themes such as equality.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts</p>	Yes	<p>Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester A Unit 1 anchor</p>

⁹ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁰ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>in various disciplines.</p>		<p>text, “Boy: Tales of Childhood” by Roald Dahl; Semester A Unit 2 anchor text, “A Time for Choosing” by Ronald Reagan; and, Semester A Unit 5 anchor text, “I Have a Dream” by Martin Luther King, Jr.</p>
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>No</p>	<p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather an coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on reading and writing narratives and arguments: Unit 1 is “Reading Personal Narratives,” Unit 2 is “Writing Personal Narrative Collections,” Unit 3 is “Reading Nonfiction,” Unit 4 is “Writing a Biography,” Unit 5 is “Reading Opinion Texts,” and Unit 6 is “Writing a Persuasive Speech.” Semester B includes 6 units that focus on reading and writing literature: Unit 1 is “Reading and Analyzing Literature,” Unit 2 is “Writing Fiction Collections,” Unit 3 is “Reading Poetry,” Unit 4 is “Writing Poetry,” Unit 5 is “Writing an Academic Essay,” and Unit 6 is “Presenting Original Work.”</p> <p>Semester A Unit 6 features “A Time for Choosing” by Ronald Reagan which focuses instruction on development and analysis of speeches rather than building conceptual</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge around a theme or connected topics and ideas. In Semester B Unit 5, “Writing an Academic Essay,” Lesson 9, “Writing for an Audience,” students watch a video about planning for an audience, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grade 6 and 8, Semester B, Unit 5, Lesson 9.)</p> <p>The three facets of the lesson include 1) structuring your introduction and a technology-enhanced item, “Drag and drop each word or phrase to complete the paragraph describing the introduction of an essay,” 2) the elements of an introduction and an item, “Carefully read and analyze each of the parts of an essay introduction below and sort them into the appropriate column,” and 3) addressing your audience and a technology-enhanced item, “Read each introduction and apply what you know about audience to evaluate whether it is more appropriate for a panel of judges for a contest or a group of fellow 7th graders.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>technology-enhanced items. Students do not practice writing in the “Writing for an Audience,” nor any other lesson in the “Writing an Academic Essay” Unit. Additionally, the unit does not include texts.</p>
	<p>REQUIRED 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>No</p>	<p>While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, in Semester B, Unit 2, “Writing Fiction Collections,” students read the text “Baseball in April” by Gary Soto. Each lesson focuses on different writing conventions, rather than building knowledge within a concept or theme. Texts do not appear in sequences nor collections to support knowledge building. Questions are skill-based, such as in Lesson 6: “Which of the following are examples of dialogue?” and “Highlight five examples of dialogue in the following passage.” Students do not read any accompanying texts throughout the unit, and students are not sufficiently supported in knowledge building.</p>
	<p>1e) 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>The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The Semester A texts progress as follows: “Boy: Tales of Childhood” by Roald Dahl at 1020L (Unit 1), “A Gathering of Days” by Joan Blos at 960L (Unit 2), “It Was Never about the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Ketchup! The Life and Leadership Secrets of H. J. Heinz” by Steve Lentz (Unit 3), “The Whiskey Rebellion” by William Hogeland at 1110L (Unit 4), “I Have a Dream” by Martin Luther King, Jr. at 1030L (Unit 5), and “A Time for Choosing” by Ronald Reagan (Unit 6). These texts are moderately complex.</p> <p>The Semester B texts progress as follows: “When You Reach Me” by Rebecca Stead at 750L (Unit 1) and “She Walks In Beauty: Poetry Anthology” by Caroline Kennedy (Unit 4). These texts are moderately complex. These texts do not progress as students move through the grade 7 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is comprehensive and considered a	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
full program)	<p><i>suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A	
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>No</p>	<p>Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself.</p> <p>For example, in Semester B, Unit 1, Lesson 1, students determine meaning of unfamiliar words. Questions and tasks include: “Match the term to the appropriate definition or example,” “How would you compare synonyms and antonyms?” and “How would you summarize the information that you learned about determining the meaning of unfamiliar words?” These questions illustrate the focus on skills rather than building knowledge on a coherent concept or theme. Students do not reference a text in the lesson. While questions incorporate reading and language skills, the questions do</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>No</p>	<p>not integrate writing, speaking, and listening.</p> <p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>While students develop writing products which provide opportunities to demonstrate skill at grade-level expectations, students do not apply sufficient knowledge in development of these writings. For example, Semester A, Unit 4, tasks students with writing and presenting a biography. The outlined demands do not evince complex knowledge and skill demands: “Your biography should be a minimum of 3-5 pages. Remember to use proper essay (multiple paragraph) formatting. You must have a clear introduction, body, and conclusion. Back up your information with a minimum of 3 credible sources, and be sure to give credit to those sources within the report (in-text citations) as well as on a Works Cited or Bibliography page.” In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Semester A, Unit 3, Lesson 14, students are asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. Only 2 of the 12 questions ask students about the reading assignment from the previous lesson.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Questions and tasks do not support students in examining language. For example, in Unit 1, Semester A, Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues.” A task within the lesson states, “Read the passages below. Unknown words are bolded. Drag and drop the correct context clues under the labeled columns.”</p> <p>The excerpt that follows these questions is taken from “Boy: Tales of Childhood.” While this is identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is only examined when the specific lesson skill-focus demands. For example, Semester B, Unit 4, Lesson 8 addresses “Common Writing Mistakes” and provides objectives, “Students will check</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their spelling and correct commonly misspelled words,” and “Students will correctly use frequently confused words (e.g., to, too, two; there, their, they're).”</p> <p>Students are first presented with a lesson on homophones, homographs, and homonyms. Next, students review a list of commonly confused words and then receive a narrative about the importance of editing work. Students are provided with generic sentences and examples to learn and assess learning of the lesson objectives. Texts are not used within the lesson.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 3, Lesson 5, the “Weekly Quiz,” students are asked to answer 27 questions including multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “What are some techniques for finding the theme of a poem? Write a 4-5 sentence paragraph explaining helpful tips for finding the theme. Include at least 3 specific, helpful tips. Write in complete</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sentences.” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For example, Semester A, Unit 4 tasks students with writing a biography. Lesson 6 examines descriptive details from the anchor biography, “The Whiskey Rebellion” by William Hogeland. Students are guided in writing skill with questions such as “What does this person look like? How are they dressed?” which focus on the development of their writing rather than text-specific demands.
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	No	Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards. For example, Semester B, Unit 5, Lesson 8 asks students, “Match each term to its definition,” giving answer choices: “Resisted wage hikes,” “Ethnicity of most shooters during the massacre,” “Responsible for the Lattimer Massacre,” “Ethnicity of most strikers,” and “Enforced the rules of NE Pennsylvania businesses.” Few questions include language of the standards, and many emphasize skills not present in the standards. For example, Semester B, Unit 1, Lesson 6 demands that students, “Match the term to the appropriate definition or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			example” and “Select the choices that best complete the sentences.”
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p> <p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p> <p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p> <p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many</p>	<p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.		
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students focus answers on technology-enhanced items about texts; they do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to reference unit texts, and students do not revisit unit texts to deepen understanding.
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compose responses, but not always in reference to texts within the materials.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

*As applicable

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



Title: **ELA Online Resources Bundles**

Grade: **8**

Publisher: **Spider Learning**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide texts that are qualitatively appropriate for grade 8. The Semester A texts are “Night” by Elie Wiesel at 570L (Unit 1), “Travels With Charley” by John Steinbeck at 1010L (Unit 2), “An American Plague” by Jim Murphy at 1130L (Unit 3), “Common Sense” by Thomas Paine at 1260L (Unit 5), and “Thanksgiving Proclamation” by George Washington (Unit 6). The Semester B texts are “Coraline” by Neil Gaiman at 740L (Unit 1), “My Brother Sam is Dead” by James Collier at 770L (Unit 2), “Beowulf” (Unit 3), and “The Faerie Queene” by Edmund Spenser (Unit 4). These texts are qualitatively appropriate, such as “Beowulf,” making demands in knowledge with ancient constructs, language with figurative language and ancient vocabularies, epic poetic structure and conventions, and meaning with themes such as valor.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester A Unit 1 anchor text, “Night” by Elie Wiesel; Semester A Unit 2 anchor text, “Travels with Charley” by John</p>

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

¹⁴ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>No</p>	<p>Steinbeck; and, Semester B Unit 1 anchor text, “Coraline” by Neil Gaiman.</p> <p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather an coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on reading and writing narratives and arguments: Unit 1 is “Analyzing Author’s Purpose and Word Choice,” Unit 2 is “Creating a Memoir,” Unit 3 is “Reading Nonfiction,” Unit 4 is “Writing History,” Unit 5 is “Reading Opinion Texts,” and Unit 6 is “Writing Persuasive Articles.” Semester B includes 6 units that focus on reading and writing literature: Unit 1 is “Narrative Analysis,” Unit 2 is “The Art of Writing,” Unit 3 is “Analyzing and Responding to an Epic Poem,” Unit 4 is “Creating Arguments and Responses to Poetry,” Unit 5 is “Developing Clear, Effective Writing,” and Unit 6 is “Presenting Ideas and Engaging an Audience.”</p> <p>Semester A, Unit 5 uses the anchor text “Common Sense” throughout as a means by which to teach the reading of opinion texts. While content pertaining to opinion texts is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>introduced, multiple, connected texts are not present. In Semester B, Unit 5, “Developing Clear, Effective Writing,” Lesson 9, “Identifying and Introducing Topics,” students watch a video about the importance of clear instructions, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grade 6 and 7, Semester B, Unit 5, Lesson 9.)</p> <p>The three facets of the lesson include 1) knowing your audience and a technology-enhanced item, “Decide if the sentences written about school are best used around your friends or a teacher,” 2) picking your topic and an item, “Decide if the example is good or bad when you are in the process of choosing a research topic,” and 3) writing your thesis and a technology-enhanced item, “Choose the best phrase to create a complete thesis statement.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6 technology-enhanced items. Students do not practice writing in the “Identifying and Introducing Topics,” nor any other lesson in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the “Developing Clear, Effective Writing” Unit. Additionally, the unit does not include texts.
	<p>REQUIRED</p> <p>1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	No	<p>While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, Semester B, Unit 2 features the text “My Brother Sam is Dead” by James Lincoln & Christopher Collier. This unit supports students in developing their writing through pacing, structure, and details, but does not demand students revisit and reread the anchor text. Instead, lessons interweave the advice of fiction writers: Lesson 3: Adjectives, Adverbs, and Phrases features writerly advice from Mark Twain, and Lesson 6: Using Dialogue and Pacing references Rick Riordan. Questions are skill-based, such as in Unit 1 of Semester B: Coraline excerpts are used in each lesson to teach skills such as plot, character, and sensory details. In Lesson 3, students are asked to “Sort the traits of Coraline’s other mother according to the place in the book where she demonstrates them.”</p>
	<p>1e) 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>The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Semester A texts progress as follows: "Night" by Elie Wiesel at 570L (Unit 1), "Travels With Charley" by John Steinbeck at 1010L (Unit 2), "An American Plague" by Jim Murphy at 1130L (Unit 3), "Common Sense" by Thomas Paine at 1260L (Unit 5), and "Thanksgiving Proclamation" by George Washington (Unit 6). The texts are very complex.</p> <p>The Semester B texts progress as follows: "Coraline" by Neil Gaiman at 740L (Unit 1), "My Brother Sam is Dead" by James Collier at 770L (Unit 2), "Beowulf" (Unit 3), and "The Faerie Queene" by Edmund Spenser (Unit 4). These texts are very complex. These texts do not progress as students move through the grade 8 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <p>REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and</p>	<p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	lengths (e.g. short stories and novels).		
	2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>scope of the materials is comprehensive and considered a full program)</p>	<p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	<p>N/A</p>	
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	<p>N/A</p>	
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>N/A</p>	
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>N/A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>No</p>	<p>Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself.</p> <p>For example, in Semester A, Unit 1, Lesson 4, students analyze character development. Questions and tasks include: "Match the description to the individual from the text it describes." "Which of these quotes gives evidence that supports the idea that Father was trying to protect others with his words?" "Match the action on the left to the reason that prompts that action below." These questions illustrate the focus on skills rather than building knowledge on a coherent concept or theme. The text used is taught in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>No</p>	<p>isolation. While questions incorporate reading and language skills, the questions do not integrate writing, speaking, and listening.</p> <p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>While students develop writing products which provide opportunities to demonstrate skill at grade-level expectations, students do not apply sufficient knowledge in development of these writings. For example, Semester A, Unit 1 guides students through analysis of author’s purpose and word choice in “Night” by Elie Wiesel. While students engage this authentic, complex text, they are not required to demonstrate their understanding in writing. Rather, students express understandings through multiple-select and innovative item types which do not demand construction of thoughtful expressions or sharing with peers. In Semester A, Unit 3, Lesson 14, students are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. 0 of the 12 questions ask students about the reading assignment from the previous lesson.
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks do not support students in examining language. For example, in Unit 1 Semester A Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues,” and “Students will be able to read excerpts from Night.” Tasks within the lesson state, “Look at the bold word in each sentence from the text. Decide whether context clues can help you determine the meaning of the word,” and “Look at these quotes from Night. Match each unfamiliar word to its correct definition.” While this is identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is only examined when the specific lesson skill-focus demands. For example, Semester B, Unit 5, Lesson 13 addresses “Constructing the Conclusion” and provides the objective,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“Students will write a concluding section that follows from the information or explanation presented.” Students are first presented with a lesson on constructing an essay. Next, students receive a narrative about how to summarize, then about drafting conclusions. Students are provided with generic sentences and examples to learn and assess learning of the lesson objectives. Texts are not used within the lesson.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 3, Lesson 5, the “Weekly Quiz,” students are asked to answer 27 questions including multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “Read ‘The Goose with the Golden Eggs.’ What is the theme of this story? What leads you to believe this is the theme?” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, Semester B, Unit 2 guides students through analysis of narrative writing with a focus on structure, pacing, and details. However, examples are integrated from a variety of texts and students are encouraged to develop their own narrative writing without dependent upon text evidence. Students also are not demanded to respond through speaking and listening.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards. For example, Semester B, Unit 6, Lesson 8 asks students to “Categorize the following statements or examples as formal or informal language” giving them answer choices such as: “We’re gonna go to the movies on Friday night,” “The kids are running around the yard like crazy,” “Language that is devoid of slang or dialect [sic],” “I am pleased to present this leadership award to Mr. John Smith,” and “Wouldn’t bother trying to talk to her when she’s angry [sic].” Few questions include language of the standards, and many emphasize skills not present in the standards. For example, Semester A, Unit 1, Lesson 4 teaches “Character Development throughout a Text.” Student learning tasks include: “Match the description to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			individual from the text it describes," "Which of these quotes gives evidence that supports the idea that Father was trying to protect others with his words?" and "Match the action on the left to the reason that prompts that action below." These tasks and questions do not demand students meet the expectations of the standards at their grade-level.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative,</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students focus answers on technology-enhanced items about texts; they do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			reference unit texts, and students do not revisit unit texts to deepen understanding.
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to compose responses, but not always in reference to texts within the materials.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. John the Baptist, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, and Zachary. This review represents the work of current classroom teachers with experience in grades 6-8.

Appendix I.

Publisher Response



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



Title: **ELA Online Resource Bundles**

Grade: **6-8**

Publisher: **Spider Learning, Inc.**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

Click below for complete grade-level reviews:

[Grade 6 \(Tier 3\)](#)

[Grade 7 \(Tier 3\)](#)

[Grade 8 \(Tier 3\)](#)

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

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

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



Title: **ELA Online Resources Bundles**

Grade: **6**

Publisher: **Spider Learning**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁵ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials provide texts that are qualitatively appropriate for Grade 6. The Semester A texts are “The Boy on the Wooden Box” by Leon Leyson at 1000L (Unit 1), “Red Scarf Girl” by Ji-Li Jiang at 780L (Unit 2), “The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl” by Timothy Egan at 850L (Unit 3), and “Freedom Walkers” by Russell Freedman at 1110L (Unit 4). The Semester B texts are “The Giver” by Lois Lowry at 760L (Unit 1) and “The Wolves in the Walls” by Neil Gaiman at 500L (Unit 2). These texts may be qualitatively appropriate, such as “The Giver;” however, over 50% of the anchor texts fall below the Lexile band and are taught in isolation, meaning they are not paired with texts that quantitatively meet grade-level requirements.	
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester B, Unit 3 anchor text, “I Know Why the Caged Bird Sings” by Maya Angelou; Semester B, Unit 2 text, “The Wolves in the Walls” by Neil Gaiman; and,	

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

⁶ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Semester B, Unit 4 texts, “Stopping by Woods on a Snowy Evening” by Robert Frost and “Casey at the Bat” by Ernest Lawrence Thayer.	
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	No	<p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather than coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on writing: Unit 1 is “Understanding Texts and Forming Opinions,” Unit 2 is “Planning a Writing Project,” Unit 3 is “Nonfiction Texts, Organization, Evidence, and Arguments,” Unit 4 is “Creating and Presenting Arguments,” Unit 5 is “Collecting and Comprehending Sources,” and Unit 6 is “Establishing and Writing Clear Arguments.” Semester B includes 6 units that focus on literature: Unit 1 is “Reading and Analyzing Literature,” Unit 2 is “Writing Fiction,” Unit 3 is “Reading Poetry,” Unit 4 is “Writing Poetry,” Unit 5 is “Writing an Academic Essay,” and Unit 6 is “Creating Digital Presentations.”</p> <p>Semester B, Unit 1 contains “The Giver” by Lois Lowry, but students do not encounter another complex text with connected</p>	<p>One of the key differentiators of the Spider Learning curriculum is the flexibility it provides to teachers in either a classroom or virtual setting. Whether used as a blended learning solution in the classroom or as part of an asynchronous program, teachers use the content and tools in the same way they would a textbook; reviewing the resources available to them, developing a plan regarding the sequencing of learning materials, delivering the instruction, evaluating performance and making data-driven decisions regarding the next step in the instructional flow. This model makes it very difficult for the Spider Learning curriculum to achieve a "Yes" for this requirement as it is the teacher, facilitator or curriculum director that is responsible for organizing the materials into a "coherent sequence or collection of connected texts" that work for their particular district goals.</p> <p>Additionally, the curriculum is design to scaffold through tasks in reading, writing, listening, speaking and language within a Unit - not across the entirety of the course. Again, this allows teachers to organize and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>themes or topics through the sequence of lessons. In Semester B, Unit 5, “Writing an Academic Essay,” Lesson 9, “Writing for an Audience,” students watch a video about a man who plans a presentation about playground safety, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grades 7 and 8, Semester B, Unit 5, Lesson 9).</p> <p>The three facets of the lesson include 1) learning about audiences and a technology-enhanced item, “Match the parts of each sentence so they describe the importance of knowing your audience,” 2) the three types of author’s purpose and a technology-enhanced item, “Read each example carefully and choose the correct purpose for each example given,” and 3) essay hooks and a technology-enhanced item, “Read each draft carefully and decide which ones the student should KEEP and which they should TOSS.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6 technology-enhanced items. Students do not</p>	<p>deliver the sequence of units in the order that works for them, the same way a teacher plans and delivers content from different chapters of a textbook out of sequence.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			practice writing in the “Writing for an Audience,” nor any other lesson in the “Writing an Academic Essay” Unit. Additionally, the unit does not include texts.	
	<p>REQUIRED 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	No	While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, in Semester B, Unit 1, “Reading and Analyzing Literature,” students read the text “The Giver.” Each lesson focuses on different elements of the novel such as character, plot, and author’s purpose. Questions are skill-based, such as in Lesson 11: “Highlight the aspects of a good plot.” In the summary section of Lesson 11, students are asked, “List some of Jonas's character traits. Were these traits things that were directly stated by the author or indirectly told through speech, thoughts, actions, or appearances?” Students do not read any accompanying texts throughout the unit, and although they revisit sections of the text, such as in Lesson 9 when students listen to Chapter 1 a second time, these multiple readings are infrequent and do not sufficiently support students in knowledge building.	The curriculum design is predicated on skill development, fostering reading, writing, listening and speaking through tasks and activities connected to texts across a wide range of genres and themes. The primary goal was not explicitly "building knowledge", although the students will naturally learn new information and acquire knowledge of vocabulary, themes and concepts during the skill development process. As noted, there are cases within a Unit where students revisit passages and chapters from a literature work, but this does not happen across Units to retain the modular nature of the curriculum.
	<p>1e) 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	The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Semester A texts progress as follows: "The Boy on the Wooden Box" by Leon Leyson at 1000L (Unit 1), "Red Scarf Girl" by Ji-Li Jiang at 780L (Unit 2), "The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl" by Timothy Egan at 850 (Unit 3), and "Freedom Walkers" by Russell Freedman at 1110L. These texts are moderately complex.</p> <p>The Semester B materials include "The Giver" by Lois Lowry at 760L (Unit 1) and "The Wolves in the Walls" by Neil Gaiman at 500L (Unit 2). These texts are also moderately complex. Texts such as "Boy on the Wooden Box" and "The Giver" exhibit similar quantitative and qualitative features, and "The Giver" begins the Semester B material. These texts do not progress as students move through the grade 6 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>	
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g.</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	literature/informational texts to help determine the appropriate balance.)			
	REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A		

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	making meaning from reading.			
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.	N/A		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A		
Section III. Questions and Tasks				
Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.	No	Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself. For example, in Semester B, Unit 1, Lesson 7, students repeatedly examine "The Giver" using questions such as "What is the purpose for using the words 'still firmly' on his shoulder?" "What is the author's purpose for	Again, there is deliberately no connection among the "collection" of texts used in the curriculum to retain the flexibility afforded teachers when planning, delivering and adjusting their instruction to the student's needs. Questions and tasks are developed so that students build knowledge, and especially skills, over the course of a 15 lesson Unit. These 15 lessons scaffold instruction to establish basic skills, build upon them and culminate in a Unit Exam that asks the students to demonstrate the skill. Teachers grade this written work (or spoken in some cases) and provide feedback so the student can iterate and learn from their mistakes. As another example of this scaffolding, in some Units, the students are asked to submit Prewriting in Lesson 5 Weekly Quiz, Rough Drafts in Lesson 10

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>telling us he does not lie, nor is he 'tempted' to lie?" "Think about the different types of text you have read. Make a list and identify the author's purpose for writing them."</p> <p>Students are guided through building skill throughout this unit, but do not develop knowledge on the themes or topic present. The text used is taught in isolation. While questions incorporate reading and language skills, the questions do not integrate writing, speaking, and listening.</p>	<p>Weekly Quiz and the final work in the Lesson 15 Unit Exam - all based around a central theme or topic and supported by the instruction and activities within the content-based lessons (1-4, 6-10, 11-14). This intraunit approach guides students through the skill development required while focusing on a particular text-based theme.</p>
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>No</p>	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>Evidence of writing present is opinion based and low-demand. For example, Semester B, Unit 1, Lesson 14 includes the task, "Reflect back on "The Giver" and in your digital notebook write down two opinions you have about the story. Provide at least three pieces of evidence to support your opinion. Does the evidence really support your opinion?" In</p>	<p>Writing is a very important and rigorous exercise throughout the Spider Learning ELA curriculum, as shown here on the writing map:</p> <p>https://docs.google.com/spreadsheets/d/1DWFqdzVZifUB70eazupLRmvhzAiMbbVc0TSg5HJx7Wc/edit#gid=99246795</p> <p>Speaking and listening traditionally present challenges in an online setting, but again, teacher support in either the live classroom or virtual setting is key. For example, students may be asked to read MLK speeches, but they can also listen to a recording of the speech provided by the teacher (it cannot be linked in the course due to copyright restrictions).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Semester A, Unit 3, Lesson 14, students are asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. Only 2 of the 12 questions ask students about the reading assignment from the previous lesson.	
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks do not support students in examining language. For example, in Unit 1, Semester A, Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues.” A task within the lesson states, “Read the passages below. Unknown words are underlined. Highlight the word or words that help determine or clarify their meanings.” The excerpt that follows these questions is taken from “The Boy on the Wooden Box.” Another task within the lesson follows: “Each sentence below contains an unfamiliar word, which is underlined. Read the sentences and determine the meaning of the underlined words. Then match the words to their definitions.” While identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is</p>	<p>The examples provided here seem to support the requirement - highlighting words or phrases that clarify meaning is asking them to demonstrate the skill of using context clues to support understanding of the material - and they are doing so in a real passage from the literary work covered in the Unit.</p> <p>In the next task listed in the examples of how the requirement is not met, students are using terminology from the literature work in a new context to help define the terms, an activity frequently used in the classroom to drive a deeper understanding of the vocabulary. (While they may not be asked to provide written responses to these tasks and activities throughout the lesson, they are asked to express their understanding in free response items in the Lesson 5 Weekly Quiz, Lesson 10 Weekly Quiz and Lesson 15 Unit Exam.)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			only examined when the specific lesson skill-focus demands. For example, Semester B, Unit 1, Lesson 7 requires students examine vocabulary and author’s choices critical to meaning in pursuit of the skill of determining author’s purpose; however, Lesson 12 of this unit is entitled “Developing the Overall Story and Structure” and presents more abstract tasks such as, “Write down ways the events have occurred [in "The Giver"] and how you predict the story to end because of all the events that have happened up to this point.”	Additionally, the tasks advance throughout the Unit from "identify" to more abstract tasks like "making predictions" as the reviewer noted. Again, these tasks and activities do not extend to connections across Units, but within the Unit the learning materials provide questions and tasks that support the students in examining the language and the examples provided bolster that opinion.
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 2, Lesson 15, the “Unit Exam,” students are asked to answer a variety of multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “Read the sample story below. Then, in a short paragraph, explain whether or not the story is written in a logical order. Support your answer with evidence from the story,” “In a short paragraph, explain whether or not the passage below uses precise</p>	<p>The model does focus, in most cases, on one work of literature per unit/theme, except in the case of poetry and non-fiction. (Multiple texts per topic or theme do not appear to be part of this 5a requirement.)</p> <p>Also, we find that the questions, activities and assessments are text dependent and require written responses frequently as a central part of the learning process. As the reviewer notes, the students are "asked to express their ideas through writing". The reviewer does not find these tasks to be text-dependent, but then provides an example asking the students to read a passage and apply a depth of knowledge level 3 skill to assess the organization of the text and reorganize it logically. In our opinion, this meets the criteria of a text-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>language. Support your answer with evidence,” or “In a short paragraph, describe what a well-written and effective conclusion does. Provide two things the conclusion does in your response.” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For example, Semester B, Unit 1, Lesson 14 includes the writing task, “Reflect back on “The Giver” and in your digital notebook write down two opinions you have about the story. Provide at least three pieces of evidence to support your opinion. Does the evidence really support your opinion?”</p>	<p>dependent analysis and the course provides frequent and thorough opportunities for students to express their skills and ideas.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards.</p> <p>For example, Semester B, Unit 5, Lesson 8 asks students to “Match the description of the sub-genres,” giving answer choices such as, “Realistic fiction,” “Diamante poem,” “Tragedy,” “Legend,” and “Informational text.” Some questions may include language of the standards, such as Semester B, Unit 1, Lesson 7: “Think about the different types of text you have read. Make a list and identify the author’s purpose in writing them.”</p>	<p>As shown on the writing map linked below, the curriculum is designed to achieve that goal through scaffolding and interation of the writing process. Through these cycles, the students (with teacher support) are engaging with the text, building knowledge, applying new skills, revising their work and ideas, and ultimately submitting a culminating work that is explicitly tied to the work of literature.</p> <p>https://docs.google.com/spreadsheets/d/1DWFqdZVZifUB70eazupLRmvhzAiMbbVcOTSg5HJx7Wc/edit#gid=99246795</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			However, while students are to consider the author’s purpose, as mentioned in the standards, there is no demand for students to engage in thinking at depth and complexity. Furthermore, complex engagement with the text and its meaning is not demanded by culminating writing tasks with explicit demands to reference the text.	
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>			
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.	Please see the more detailed responses above.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A		
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to reference unit texts, and students do not revisit unit texts to deepen	Please see the more detailed responses above.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			understanding.	
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to compose responses, but not always in reference to texts within the materials.	Please see the more detailed responses above.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

*As applicable

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



Title: **ELA Online Resources Bundles**

Grade: **7**

Publisher: **Spider Learning**

Copyright: **2016**

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

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,⁹ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	The materials provide texts that are qualitatively appropriate for grade 7. The Semester A texts are “Boy: Tales of Childhood” by Roald Dahl at 1020L (Unit 1), “A Gathering of Days” by Joan Blos at 960L (Unit 2), “It Was Never about the Ketchup! The Life and Leadership Secrets of H. J. Heinz” by Steve Lentz (Unit 3), “The Whiskey Rebellion” by William Hogeland at 1110L (Unit 4), “I Have a Dream” by Martin Luther King, Jr. at 1030L (Unit 5), and “A Time for Choosing” by Ronald Reagan (Unit 6). The Semester B texts are “When You Reach Me” by Rebecca Stead (Unit 1) at 750L and “She Walks In Beauty: Poetry Anthology” by Caroline Kennedy (Unit 4). These texts are qualitatively appropriate, such as “I Have a Dream,” making demands in knowledge with the Civil Rights movement, language with figurative language and repetition, structure as a speech, and meaning with themes such as equality.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts</p>	Yes	Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester A Unit 1 anchor	

⁹ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁰ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	in various disciplines.		text, "Boy: Tales of Childhood" by Roald Dahl; Semester A Unit 2 anchor text, "A Time for Choosing" by Ronald Reagan; and, Semester A Unit 5 anchor text, "I Have a Dream" by Martin Luther King, Jr.	
	<p>REQUIRED 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	No	<p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather an coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on reading and writing narratives and arguments: Unit 1 is "Reading Personal Narratives," Unit 2 is "Writing Personal Narrative Collections," Unit 3 is "Reading Nonfiction," Unit 4 is "Writing a Biography," Unit 5 is "Reading Opinion Texts," and Unit 6 is "Writing a Persuasive Speech." Semester B includes 6 units that focus on reading and writing literature: Unit 1 is "Reading and Analyzing Literature," Unit 2 is "Writing Fiction Collections," Unit 3 is "Reading Poetry," Unit 4 is "Writing Poetry," Unit 5 is "Writing an Academic Essay," and Unit 6 is "Presenting Original Work."</p> <p>Semester A Unit 6 features "A Time for Choosing" by Ronald Reagan which focuses instruction on development and analysis of speeches rather than building conceptual</p>	<p>One of the key differentiators of the Spider Learning curriculum is the flexibility it provides to teachers in either a classroom or virtual setting. Whether used as a blended learning solution in the classroom or as part of an asynchronous program, teachers use the content and tools in the same way they would a textbook; reviewing the resources available to them, developing a plan regarding the sequencing of learning materials, delivering the instruction, evaluating performance and making data-driven decisions regarding the next step in the instructional flow. This model makes it very difficult for the Spider Learning curriculum to achieve a "Yes" for this requirement as it is the teacher, facilitator or curriculum director that is responsible for organizing the materials into a "coherent sequence or collection of connected texts" that work for their particular district goals.</p> <p>Additionally, the curriculum is design to scaffold through tasks in reading, writing, listening, speaking and language within a Unit - not across the entirety of the course.</p>

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			<p>knowledge around a theme or connected topics and ideas. In Semester B Unit 5, “Writing an Academic Essay,” Lesson 9, “Writing for an Audience,” students watch a video about planning for an audience, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grade 6 and 8, Semester B, Unit 5, Lesson 9.)</p> <p>The three facets of the lesson include 1) structuring your introduction and a technology-enhanced item, “Drag and drop each word or phrase to complete the paragraph describing the introduction of an essay,” 2) the elements of an introduction and an item, “Carefully read and analyze each of the parts of an essay introduction below and sort them into the appropriate column,” and 3) addressing your audience and a technology-enhanced item, “Read each introduction and apply what you know about audience to evaluate whether it is more appropriate for a panel of judges for a contest or a group of fellow 7th graders.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6</p>	<p>Again, this allows teachers to organize and deliver the sequence of units in the order that works for them, the same way a teacher plans and delivers content from different chapters of a textbook out of sequence.</p>

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			<p>technology-enhanced items. Students do not practice writing in the “Writing for an Audience,” nor any other lesson in the “Writing an Academic Essay” Unit. Additionally, the unit does not include texts.</p>	
	<p>REQUIRED 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>No</p>	<p>While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, in Semester B, Unit 2, “Writing Fiction Collections,” students read the text “Baseball in April” by Gary Soto. Each lesson focuses on different writing conventions, rather than building knowledge within a concept or theme. Texts do not appear in sequences nor collections to support knowledge building. Questions are skill-based, such as in Lesson 6: “Which of the following are examples of dialogue?” and “Highlight five examples of dialogue in the following passage.” Students do not read any accompanying texts throughout the unit, and students are not sufficiently supported in knowledge building.</p>	<p>The curriculum design is predicated on skill development, fostering reading, writing, listening and speaking through tasks and activities connected to texts across a wide range of genres and themes. The primary goal was not explicitly “building knowledge”, although the students will naturally learn new information and acquire knowledge of vocabulary, themes and concepts during the skill development process. As noted, there are cases within a Unit where students revisit passages and chapters from a literature work, but this does not happen across Units to retain the modular nature of the curriculum.</p>
	<p>1e) 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>The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The Semester A texts progress as follows: “Boy: Tales of Childhood” by Roald Dahl at 1020L (Unit 1), “A Gathering of Days” by Joan Blos at 960L (Unit 2), “It Was Never about the</p>	

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			<p>Ketchup! The Life and Leadership Secrets of H. J. Heinz” by Steve Lentz (Unit 3), “The Whiskey Rebellion” by William Hogeland at 1110L (Unit 4), “I Have a Dream” by Martin Luther King, Jr. at 1030L (Unit 5), and “A Time for Choosing” by Ronald Reagan (Unit 6). These texts are moderately complex.</p> <p>The Semester B texts progress as follows: “When You Reach Me” by Rebecca Stead at 750L (Unit 1) and “She Walks In Beauty: Poetry Anthology” by Caroline Kennedy (Unit 4). These texts are moderately complex. These texts do not progress as students move through the grade 7 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>	
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is comprehensive and considered a	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A		
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A		

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full program)	<p><i>suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>			
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A		
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A		
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A		
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A		
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,</p>	N/A		

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	attention and practice for those students who need it.			
Section III. Questions and Tasks				
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>No</p>	<p>Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself.</p> <p>For example, in Semester B, Unit 1, Lesson 1, students determine meaning of unfamiliar words. Questions and tasks include: “Match the term to the appropriate definition or example,” “How would you compare synonyms and antonyms?” and “How would you summarize the information that you learned about determining the meaning of unfamiliar words?” These questions illustrate the focus on skills rather than building knowledge on a coherent concept or theme. Students do not reference a text in the lesson. While questions incorporate reading and language skills, the questions do</p>	<p>Again, there is deliberately no connection among the "collection" of texts used in the curriculum to retain the flexibility afforded teachers when planning, delivering and adjusting their instruction to the student's needs. But, in our opinion, questions and tasks are developed so that students build knowledge, and especially skills, over the course of a 15 lesson Unit. These 15 lessons scaffold instruction to establish basic skills, build upon them and culminate in a Unit Exam that asks the students to demonstrate the skill. Teachers grade this written work (or spoken in some cases) and provide feedback to so the student can iterate and learn from their mistakes. As another example of this scaffolding, in some Units, the students are asked to submit Prewriting in Lesson 5's Weekly Quiz, Rough Drafts in Lesson 10's Weekly Quiz and the final work in the Lesson 15 Unit Exam - all based around a central theme or topic and supported by the instruction and activities within the content-based lessons (1-4, 6-10, 11-14). This intraunit approach guides students through the skill development required while focusing on a particular text-based theme.</p>

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	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>No</p>	<p>not integrate writing, speaking, and listening.</p> <p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>While students develop writing products which provide opportunities to demonstrate skill at grade-level expectations, students do not apply sufficient knowledge in development of these writings. For example, Semester A, Unit 4, tasks students with writing and presenting a biography. The outlined demands do not evince complex knowledge and skill demands: “Your biography should be a minimum of 3-5 pages. Remember to use proper essay (multiple paragraph) formatting. You must have a clear introduction, body, and conclusion. Back up your information with a minimum of 3 credible sources, and be sure to give credit to those sources within the report (in-text citations) as well as on a</p>	<p>Writing is a very important and rigorous exercise throughout the Spider Learning ELA curriculum, as shown here on the writing map: https://docs.google.com/spreadsheets/d/1DWFqdzVZifUB70eazupLRmvhzAiMbbVc0TSg5HJx7Wc/edit#gid=99246795</p> <p>Speaking and listening traditionally present challenges in an online setting, but again, teacher support in either the live classroom or virtual setting is key. For example, students may be asked to read MLK speeches, but they can also listen to a recording of the speech provided by the teacher (it cannot be linked in the course due to copyright restrictions).</p>

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			<p>Works Cited or Bibliography page.” In Semester A, Unit 3, Lesson 14, students are asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. Only 2 of the 12 questions ask students about the reading assignment from the previous lesson.</p>	
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>No</p>	<p>Questions and tasks do not support students in examining language. For example, in Unit 1, Semester A, Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues.” A task within the lesson states, “Read the passages below. Unknown words are bolded. Drag and drop the correct context clues under the labeled columns.”</p> <p>The excerpt that follows these questions is taken from “Boy: Tales of Childhood.” While this is identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is only examined when the specific lesson skill-focus demands. For example, Semester B, Unit 4, Lesson 8 addresses “Common Writing Mistakes” and</p>	<p>The examples provided here seem to support the requirement - highlighting words or phrases that clarify meaning is asking them to demonstrate the skill of using context clues to support understanding of the material - and they are doing so in a real passage from the literary work covered in the Unit.</p> <p>In the next task listed in the examples of how the requirement is not met, students are using terminology from the literature work in a new context to help define the terms, an activity frequently used in the classroom to drive a deeper understanding of the vocabulary. (While they may not be asked to provide written responses to these tasks and activities throughout the lesson, they are asked to express their understanding in free response items in the Lesson 5 Weekly Quiz, Lesson 10 Weekly Quiz and Lesson 15 Unit Exam.)</p>

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			<p>provides objectives, “Students will check their spelling and correct commonly misspelled words,” and “Students will correctly use frequently confused words (e.g., to, too, two; there, their, they're).” Students are first presented with a lesson on homophones, homographs, and homonyms. Next, students review a list of commonly confused words and then receive a narrative about the importance of editing work. Students are provided with generic sentences and examples to learn and assess learning of the lesson objectives. Texts are not used within the lesson.</p>	<p>Additionally, the tasks advance throughout the Unit from "identify" to more abstract tasks like "making predictions" as the reviewer noted. Again, these tasks and activities do not extend to connections across Units, but within the Unit the learning materials provide questions and tasks that support the students in examining the language and the examples provided bolster that opinion.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 3, Lesson 5, the “Weekly Quiz,” students are asked to answer 27 questions including multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “What are some techniques for finding the theme of a poem? Write a 4-5 sentence paragraph explaining helpful tips for finding the theme. Include at least 3</p>	<p>The model does focus, in most cases, on one work of literature per unit/theme, except in the case of poetry and non-fiction. (Multiple texts per topic or theme do not appear to be part of this 5a requirement.)</p> <p>Also, we find that the questions, activities and assessments are text dependent and require written responses frequently as a central part of the learning process. As the reviewer notes, the students are "asked to express their ideas through writing". The reviewer does not find these tasks to be text-dependent, but then provides an example asking the students to read a passage and apply a depth of knowledge level 3 skill to assess the organization of the</p>

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			<p>specific, helpful tips. Write in complete sentences.” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For example, Semester A, Unit 4 tasks students with writing a biography. Lesson 6 examines descriptive details from the anchor biography, “The Whiskey Rebellion” by William Hogeland. Students are guided in writing skill with questions such as “What does this person look like? How are they dressed?” which focus on the development of their writing rather than text-specific demands.</p>	<p>text and reorganize it logically. In our opinion, this meets the criteria of a text-dependent analysis and the course provides frequent and thorough opportunities for students to express their skills and ideas.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards. For example, Semester B, Unit 5, Lesson 8 asks students, “Match each term to its definition,” giving answer choices: “Resisted wage hikes,” “Ethnicity of most shooters during the massacre,” “Responsible for the Lattimer Massacre,” “Ethnicity of most strikers,” and “Enforced the rules of NE Pennsylvania businesses.” Few questions include language of the standards, and many emphasize skills not present in the standards. For example, Semester B, Unit 1, Lesson 6 demands that students, “Match the</p>	<p>As shown on the writing map linked below, the curriculum is designed to achieve that goal through scaffolding and interation of the writing process. Through these cycles, the students (with teacher support) are engaging with the text, building knowledge, applying new skills, revising their work and ideas, and ultimately submitting a culminating work that is explicitly tied to the work of literature.</p> <p>https://docs.google.com/spreadsheets/d/1DWFqdZVZifUB70eazupLRmvhzAiMbbVc0TSg5HJx7Wc/edit#gid=99246795</p>

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			term to the appropriate definition or example” and “Select the choices that best complete the sentences.”	
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.			
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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Section IV. Scaffolding and Support				
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.	Please see the more detailed responses above.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A		
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students focus answers on technology-enhanced items about texts; they do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to reference unit texts, and students do not revisit unit texts to deepen understanding.	Please see the more detailed responses above.
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to	Please see the more detailed responses above.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			compose responses, but not always in reference to texts within the materials.	
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

*As applicable

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



Title: ELA Online Resources Bundles

Grade: 8

Publisher: Spider Learning

Copyright: 2016

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
	1. Quality of Texts (Non-Negotiable)
	4. Coherence of Tasks (Non-Negotiable)
	5. Text-Dependent Questions (Non-Negotiable)

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

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

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

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

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
Section I. Text Selection				
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,¹³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>The materials provide texts that are qualitatively appropriate for grade 8. The Semester A texts are “Night” by Elie Wiesel at 570L (Unit 1), “Travels With Charley” by John Steinbeck at 1010L (Unit 2), “An American Plague” by Jim Murphy at 1130L (Unit 3), “Common Sense” by Thomas Paine at 1260L (Unit 5), and “Thanksgiving Proclamation” by George Washington (Unit 6). The Semester B texts are “Coraline” by Neil Gaiman at 740L (Unit 1), “My Brother Sam is Dead” by James Collier at 770L (Unit 2), “Beowulf” (Unit 3), and “The Faerie Queene” by Edmund Spenser (Unit 4). These texts are qualitatively appropriate, such as “Beowulf,” making demands in knowledge with ancient constructs, language with figurative language and ancient vocabularies, epic poetic structure and conventions, and meaning with themes such as valor.</p>	
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>Texts included in these materials are authentic and offer rich opportunities for students to meet the grade level standards. Examples include Semester A Unit 1 anchor text, “Night” by Elie Wiesel; Semester A Unit 2 anchor text, “Travels with Charley” by John</p>	

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

¹⁴ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>	No	<p>Steinbeck; and, Semester B Unit 1 anchor text, “Coraline” by Neil Gaiman.</p> <p>Materials do not provide a coherent sequence or collection of connected texts. Units are designed around a skill or genre of literature rather an coherent themes, topics, or ideas.</p> <p>For example, Semester A includes 6 units that focus on reading and writing narratives and arguments: Unit 1 is “Analyzing Author’s Purpose and Word Choice,” Unit 2 is “Creating a Memoir,” Unit 3 is “Reading Nonfiction,” Unit 4 is “Writing History,” Unit 5 is “Reading Opinion Texts,” and Unit 6 is “Writing Persuasive Articles.” Semester B includes 6 units that focus on reading and writing literature: Unit 1 is “Narrative Analysis,” Unit 2 is “The Art of Writing,” Unit 3 is “Analyzing and Responding to an Epic Poem,” Unit 4 is “Creating Arguments and Responses to Poetry,” Unit 5 is “Developing Clear, Effective Writing,” and Unit 6 is “Presenting Ideas and Engaging an Audience.”</p> <p>Semester A, Unit 5 uses the anchor text “Common Sense” throughout as a means by which to teach the reading of opinion texts. While content pertaining to opinion texts is</p>	<p>One of the key differentiators of the Spider Learning curriculum is the flexibility it provides to teachers in either a classroom or virtual setting. Whether used as a blended learning solution in the classroom or as part of an asynchronous program, teachers use the content and tools in the same way they would a textbook; reviewing the resources available to them, developing a plan regarding the sequencing of learning materials, delivering the instruction, evaluating performance and making data-driven decisions regarding the next step in the instructional flow. This model makes it very difficult for the Spider Learning curriculum to achieve a "Yes" for this requirement as it is the teacher, facilitator or curriculum director that is responsible for organizing the materials into a "coherent sequence or collection of connected texts" that work for their particular district goals.</p> <p>Additionally, the curriculum is design to scaffold through tasks in reading, writing, listening, speaking and language within a Unit - not across the entirety of the course. Again, this allows teachers to organize and deliver the sequence of units in the order</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>introduced, multiple, connected texts are not present. In Semester B, Unit 5, “Developing Clear, Effective Writing,” Lesson 9, “Identifying and Introducing Topics,” students watch a video about the importance of clear instructions, then review the lesson objective: “Students will identify and introduce the topic for the intended audience.” (This layout and objective are also used for Grade 6 and 7, Semester B, Unit 5, Lesson 9.)</p> <p>The three facets of the lesson include 1) knowing your audience and a technology-enhanced item, “Decide if the sentences written about school are best used around your friends or a teacher,” 2) picking your topic and an item, “Decide if the example is good or bad when you are in the process of choosing a research topic,” and 3) writing your thesis and a technology-enhanced item, “Choose the best phrase to create a complete thesis statement.”</p> <p>The lesson post-test includes three more technology-enhanced items about each of the lesson facets. Students are then given a “Daily Assignment” that includes 6 technology-enhanced items. Students do not practice writing in the “Identifying and Introducing Topics,” nor any other lesson in</p>	<p>that works for them, the same way a teacher plans and delivers content from different chapters of a textbook out of sequence.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			the “Developing Clear, Effective Writing” Unit. Additionally, the unit does not include texts.	
	<p>REQUIRED 1d) Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	No	While students engage in multiple readings of the core text within a unit, there is no sequence nor collection of texts which support knowledge building. For example, Semester B, Unit 2 features the text “My Brother Sam is Dead” by James Lincoln & Christopher Collier. This unit supports students in developing their writing through pacing, structure, and details, but does not demand students revisit and reread the anchor text. Instead, lessons interweave the advice of fiction writers: Lesson 3: Adjectives, Adverbs, and Phrases features writerly advice from Mark Twain, and Lesson 6: Using Dialogue and Pacing references Rick Riordan. Questions are skill-based, such as in Unit 1 of Semester B: Coraline excerpts are used in each lesson to teach skills such as plot, character, and sensory details. In Lesson 3, students are asked to “Sort the traits of Coraline’s other mother according to the place in the book where she demonstrates them.”	The curriculum design is predicated on skill development, fostering reading, writing, listening and speaking through tasks and activities connected to texts across a wide range of genres and themes. The primary goal was not explicitly "building knowledge", although the students will naturally learn new information and acquire knowledge of vocabulary, themes and concepts during the skill development process. As noted, there are cases within a Unit where students revisit passages and chapters from a literature work, but this does not happen across Units to retain the modular nature of the curriculum.
	<p>1e) 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	The curriculum is divided into two sections: Semester A and Semester B. The part A curriculum is for students to complete first, and the part B is completed second. The	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Semester A texts progress as follows: "Night" by Elie Wiesel at 570L (Unit 1), "Travels With Charley" by John Steinbeck at 1010L (Unit 2), "An American Plague" by Jim Murphy at 1130L (Unit 3), "Common Sense" by Thomas Paine at 1260L (Unit 5), and "Thanksgiving Proclamation" by George Washington (Unit 6). The texts are very complex.</p> <p>The Semester B texts progress as follows: "Coraline" by Neil Gaiman at 740L (Unit 1), "My Brother Sam is Dead" by James Collier at 770L (Unit 2), "Beowulf" (Unit 3), and "The Faerie Queene" by Edmund Spenser (Unit 4). These texts are very complex. These texts do not progress as students move through the grade 8 materials. However, the materials show evidence of increasing in complexity from grades 6 to 8, with the grade 6 quantitative measures spanning from 500L to 1110L, grade 7 from 750L to 1110L and grade 8 from 570L to 1260L.</p>	
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <p>REQUIRED 2b) Materials include print and non-print texts of different formats (e.g. a range of film, art, music, charts, etc.) and</p>	<p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	lengths (e.g. short stories and novels).			
	2c) The majority of informational texts have an informational text structure rather than a narrative structure. In grades 3-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	2d) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section II. Foundational Skills (grades K-5 only)				
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A		
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A		
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
scope of the materials is comprehensive and considered a full program)	<p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>			
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A		
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A		
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A		
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	N/A		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>N/A</p>		
<p>Section III. Questions and Tasks</p>				
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>No</p>	<p>Coherent sequences of questions and tasks do not focus the students on understanding the texts, making connections among texts in the collection, and expressing understanding of the topics. Coherent questions support students through making meaning of anchor texts in individual units, but instruction focuses on skills in isolation rather than building knowledge on a theme or topic. Multiple texts on a topic are not present, so students cannot make connections among texts or express their understanding beyond the anchor text itself.</p> <p>For example, in Semester A, Unit 1, Lesson 4, students analyze character development. Questions and tasks include: "Match the description to the individual from the text it describes." "Which of these quotes gives evidence that supports the idea that Father was trying to protect others with his words?" "Match the action on the left to the reason that prompts that action below." These questions illustrate the focus on skills rather than building knowledge on a coherent concept or theme. The text used is taught in</p>	<p>Again, there is deliberately no connection among the "collection" of texts used in the curriculum to retain the flexibility afforded teachers when planning, delivering and adjusting their instruction to the student's needs. Questions and tasks are developed so that students build knowledge, and especially skills, over the course of a 15 lesson Unit. These 15 lessons scaffold instruction to establish basic skills, build upon them and culminate in a Unit Exam that asks the students to demonstrate the skill. Teachers grade this written work (or spoken in some cases) and provide feedback so the student can iterate and learn from their mistakes. As another example of this scaffolding, in some Units, the students are asked to submit Prewriting in Lesson 5 Weekly Quiz, Rough Drafts in Lesson 10 Weekly Quiz and the final work in the Lesson 15 Unit Exam - all based around a central theme or topic and supported by the instruction and activities within the content-based lessons (1-4, 6-10, 11-14). This intraunit approach guides students through the skill development required while</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			isolation. While questions incorporate reading and language skills, the questions do not integrate writing, speaking, and listening.	focusing on a particular text-based theme.
	<p>REQUIRED 4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	No	<p>Questions and tasks are not designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through complex texts. The lessons do not direct students or teachers to facilitate discussions or tasks in speaking and listening; the only listening features would include the lesson videos, which are not text-based. There is limited evidence of writing demands upon students throughout the materials.</p> <p>While students develop writing products which provide opportunities to demonstrate skill at grade-level expectations, students do not apply sufficient knowledge in development of these writings. For example, Semester A, Unit 1 guides students through analysis of author’s purpose and word choice in “Night” by Elie Wiesel. While students engage this authentic, complex text, they are not required to demonstrate their understanding in writing. Rather, students express understandings through multiple-select and innovative item types which do not demand construction of thoughtful expressions or sharing with peers. In Semester A, Unit 3, Lesson 14, students are</p>	<p>Writing is a very important and rigorous exercise throughout the Spider Learning ELA curriculum, as shown here on the writing map:</p> <p>https://docs.google.com/spreadsheets/d/1DWFqdzVZifUB70eazupLRmvhzAiMbbVc0TSg5HJx7Wc/edit#gid=99246795</p> <p>Speaking and listening traditionally present challenges in an online setting, but again, teacher support in either the live classroom or virtual setting is key. For example, students may be asked to read MLK speeches, but they can also listen to a recording of the speech provided by the teacher (it cannot be linked in the course due to copyright restrictions).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			asked a series of technology-enhanced items where they select from a drop-down menu, sort, or choose items from a list during the lesson, then take a “Post-test” where students do the same. 0 of the 12 questions ask students about the reading assignment from the previous lesson.	
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <p>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	No	<p>Questions and tasks do not support students in examining language. For example, in Unit 1 Semester A Lesson 6, the objective states, “Students will be able to determine or clarify the meanings of unknown or multiple-meaning words by using context clues,” and “Students will be able to read excerpts from Night.” Tasks within the lesson state, “Look at the bold word in each sentence from the text. Decide whether context clues can help you determine the meaning of the word,” and “Look at these quotes from Night. Match each unfamiliar word to its correct definition.” While this is identified as language work, this however does not allow students to write or speak about the text, nor does it allow the students to acquire a deeper understanding of the text. Additionally, language critical to the meaning of the text is only examined when the specific lesson skill-focus demands. For example, For example, Semester B, Unit 5, Lesson 13 addresses “Constructing the Conclusion” and provides the objective,</p>	<p>The examples provided here seem to support the requirement - highlighting words or phrases that clarify meaning is asking them to demonstrate the skill of using context clues to support understanding of the material - and they are doing so in a real passage from the literary work covered in the Unit.</p> <p>In the next task listed in the examples of how the requirement is not met, students are using terminology from the literature work in a new context to help define the terms, an activity frequently used in the classroom to drive a deeper understanding of the vocabulary. (While they may not be asked to provide written responses to these tasks and activities throughout the lesson, they are asked to express their understanding in free response items in the Lesson 5 Weekly Quiz, Lesson 10 Weekly Quiz and Lesson 15 Unit Exam.)</p> <p>Additionally, the tasks advance throughout</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>“Students will write a concluding section that follows from the information or explanation presented.” Students are first presented with a lesson on constructing an essay. Next, students receive a narrative about how to summarize, then about drafting conclusions. Students are provided with generic sentences and examples to learn and assess learning of the lesson objectives. Texts are not used within the lesson.</p>	<p>the Unit from "identify" to more abstract tasks like "making predictions" as the reviewer noted. Again, these tasks and activities do not extend to connections across Units, but within the Unit the learning materials provide questions and tasks that support the students in examining the language and the examples provided bolster that opinion.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>No</p>	<p>A majority of questions in the materials are not text dependent and text specific. Multiple texts on a topic or theme are not presented, and rarely are students required to write responses which refer directly to the text in a complex manner.</p> <p>For example, in Semester B, Unit 3, Lesson 5, the “Weekly Quiz,” students are asked to answer 27 questions including multiple choice and technology enhanced items. They are asked to express ideas through writing, but those items are not necessarily text dependent: “Read ‘The Goose with the Golden Eggs.’ What is the theme of this story? What leads you to believe this is the theme?” When students are asked to write in response to a text, rarely are students required to write responses which refer directly to the text in a complex manner. For</p>	<p>The model does focus, in most cases, on one work of literature per unit/theme, except in the case of poetry and non-fiction. (Multiple texts per topic or theme do not appear to be part of this 5a requirement.)</p> <p>Also, we find that the questions, activities and assessments are text dependent and require written responses frequently as a central part of the learning process. As the reviewer notes, the students are "asked to express their ideas through writing". The reviewer does not find these tasks to be text-dependent, but then provides an example asking the students to read a passage and apply a depth of knowledge level 3 skill to assess the organization of the text and reorganize it logically. In our opinion, this meets the criteria of a text-dependent analysis and the course provides</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>example, Semester B, Unit 2 guides students through analysis of narrative writing with a focus on structure, pacing, and details. However, examples are integrated from a variety of texts and students are encouraged to develop their own narrative writing without dependent upon text evidence. Students also are not demanded to respond through speaking and listening.</p>	<p>frequent and thorough opportunities for students to express their skills and ideas.</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>No</p>	<p>Questions and tasks do not include the language of the standards and do not require students to engage in thinking at the depth and complexity required by the grade level standards. For example, Semester B, Unit 6, Lesson 8 asks students to “Categorize the following statements or examples as formal or informal language” giving them answer choices such as: “We’re gonna go to the movies on Friday night,” “The kids are running around the yard like crazy,” “Language that is devoid of slang or dialect [sic],” “I am pleased to present this leadership award to Mr. John Smith,” and “Wouldn’t bother trying to talk to her when she’s angry [sic].” Few questions include language of the standards, and many emphasize skills not present in the standards. For example, Semester A, Unit 1, Lesson 4 teaches “Character Development throughout a Text.” Student learning tasks include: "Match the description to the</p>	<p>As shown on the writing map linked below, the curriculum is designed to achieve that goal through scaffolding and interation of the writing process. Through these cycles, the students (with teacher support) are engaging with the text, building knowledge, applying new skills, revising their work and ideas, and ultimately submitting a culminating work that is explicitly tied to the work of literature.</p> <p>https://docs.google.com/spreadsheets/d/1DWFqdZVZifUB70eazupLRmvhzAiMbbVc0TSg5HJx7Wc/edit#gid=99246795</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			individual from the text it describes," "Which of these quotes gives evidence that supports the idea that Father was trying to protect others with his words?" and "Match the action on the left to the reason that prompts that action below." These tasks and questions do not demand students meet the expectations of the standards at their grade-level.	
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades 3-12 only 6b) The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative,</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>			
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

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<input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7d) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Section IV. Scaffolding and Support				
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION				
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.				
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.				
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.				
Compile the results for Sections I-VII to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	
I. Text Selection	1. Quality of Texts (Non-Negotiable)	No	While texts are complex, authentic, and thematic, students are not asked to make connections between texts in writing, speaking, listening, and language tasks.	Please see the more detailed responses above.
	2. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A		
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	No	The majority of lessons in the materials do not create a coherence of tasks because the lessons address skills in isolation. Units do not connect thematic texts, and students focus answers on technology-enhanced items about texts; they do not write about texts they have read in culminating tasks. The culminating tasks do not ask students to	Please see the more detailed responses above.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			reference unit texts, and students do not revisit unit texts to deepen understanding.	
	5. Text-Dependent Questions (Non-Negotiable)	No	The majority of questions in the materials are not text dependent. Lessons are content-driven and ask students to answer questions about literary terms, but not as they relate to texts. Writing tasks ask students to compose responses, but not always in reference to texts within the materials.	Please see the more detailed responses above.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
IV: Scaffolding and Support	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

*As applicable

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2018-2019 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Avoyelles, Bossier, Caddo, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, InspireNOLA, Jefferson, Lafayette, Lincoln, Livingston, Orleans, Ouachita, Pointe Coupee, Rapides, Recovery School District, RSD – FirstLine, RSD – NOCP, St. Charles, St. James, St. John the Baptist, St. Mary, St. Tammany, Tangipahoa, Vermilion, West Baton Rouge, and Zachary. This review represents the work of current classroom teachers with experience in grades 6-8.

Appendix II.

Public Comments

There were no public comments submitted.