



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: **Wit & Wisdom with Really Great Reading (and Geodes for K-2 only)**

Grade/Course: **K-3**

Publisher: **Great Minds PBC**

Copyright: **2023**

Overall Rating: **Tier 1, Exemplifies quality**

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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

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

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

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

Click below for complete grade-level reviews:

[Grade K \(Tier 1\)](#) [Grade 1 \(Tier 1\)](#) [Grade 2 \(Tier 1\)](#) [Grade 3 \(Tier 1\)](#)

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

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



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.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: Wit & Wisdom with Really Great Reading and Geodes

Grade: K

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STRONG	WEAK
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To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**³ Indicators of Superior Quality for each **Non-negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁴ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

³ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with texts more complex than students could read themselves. 	<p>Yes</p>	<p>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, as well as reader and task considerations. The provided complexity guide outlines details for each core text, the text richness and complexity, along with each module’s knowledge building and goals. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. Some core texts are above the Lexile level for Grade K, requiring more adult-directed instruction. For example, in Module 1, <i>The Five Senses</i>, students engage with five core texts that fall between 250L and 610L. <i>My Five Senses</i> by Margaret Miller is an informational text with a quantitative level of 250L and is within the Lexile level for Grade K. This simple text serves as an introduction to the module’s content as well as concepts of print. With simple repetitive language, the text gives emerging readers an effective introduction to the five senses. <i>My Five Senses</i>, by Alikei (590L), is an informational text that develops students’ understanding of the five senses with simple</p>

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			<p>sentence structure and vocabulary making this text accessible for students. <i>Last Stop on Market Street</i> by Matt de la Peña and <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr. and John Archambault are the two literary core texts in the module with quantitative levels of 530L and 610L. These texts support students in developing their listening skills as well as answer questions about the texts and analyze how words and illustrations communicate key information and meaning. The last core text students are introduced to in the module is <i>Rap a Tap Tap</i> by Leo Dillon and Diane Dillon, this informational text allows students the opportunity to apply the knowledge gained throughout the module to understanding the text. Module 3, <i>America Then and Now</i>, includes a total of seven core texts. Four of the core text do not have a quantitative rating and include the following: <i>School Then and Now</i>, <i>Transportation Then and Now</i>, <i>Communication Then and Now</i> and <i>Home Then and Now</i>, all written by Robin Nelson. These four informational picture books compare photographs of schools, transportation, types of communication, and home life from the past with those of the present. Students identify the main topic and key details of each of these texts as well as make connections between the four texts. Qualitative ratings include meaning/purpose, structure, language and knowledge, and each of the texts use “Tier 1 and Tier 2 words, along with a few low</p>

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	<p>Required 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality 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>	<p>Yes</p>	<p>frequency words.” Students access this text independently and no prior knowledge is necessary.</p> <p>At least 90% of texts are of publishable quality 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. The texts within the materials build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with learning activities. The majority of the texts included in each module are crafted for authentic, non-instructional purposes. The texts that are not authentic are of publishable quality and offer rich opportunities for students. In Module 1, students engage with the text <i>Chicka Chicka Boom Boom</i> by Bill Martin Jr and John Archambault which has won multiple awards such as the ALA Notable Children’s book award, as well as the Parents’ Choice Award. This text tells the story of each lowercase letter of the alphabet rushing to climb a coconut tree, and when the letters fall to the ground, some leave tired while others are comforted by the uppercase letters in the community. Students also engage with the text <i>Rap a Tap Tap</i> by the Caldecott Medal winning</p>

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			<p>author duo, Leo and Diane Dillon. This picture book features award winning illustrations that celebrate the life of the dancer Bill “Bojangles” Robinson. Students use these texts to build and apply their knowledge of the five senses and how those senses help them experience a text, as well as, communicate key information and meaning. In Module 2, students engage with the text <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen, Caldecott Medal winning authors. This informational text takes a look at a calendar year on the Provensen’s farm, conveying a strong sense of place and explains how the “rhythms of natural life and how the animals on the farm both take and give cues according to the seasons or months”. The <i>Three Little Pigs</i> adaptation by Raina Moore, published in 2002 by Scholastic Inc., emphasizes the relationship between the pigs and their characteristics before dramatizing their encounter with the wolf. Remaining texts in this module include, <i>The Little Red Hen</i> by Jerry Pinkney, award winning author, <i>Farm Animals</i> by Wade Cooper and <i>The Three Billy Goats Gruff</i> by Paul Galdone, both published independently of materials.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p>	<p>Yes</p>	<p>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. Each module is themed around an Essential Question and</p>

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	<ul style="list-style-type: none"> 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 texts. Texts 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 across a unit of study. 		<p>theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module’s core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering the Essential Question by the end of the module. For example, Grade K, Module 2, the Essential Question is, “What makes a good story?” In the Fifth Arc, students work within Lessons 24-28 to answer the Focusing Question, “How do authors sequence events?” In this Arc students engage with the core texts, <i>The Three Billy Goats Gruff</i>, <i>Farm Animals</i>, and <i>Three Little Pigs</i>. Students work with these three connected texts to examine how authors sequence events. In Lesson 27, students complete Assessment 27A, Focusing Question Task 5. Throughout the lesson, students participate in activities to complete the assessment. In a previous lesson, the class created a Shared Narrative in which they wrote a new event by creating a response to the problem in <i>Three Billy Goats Gruff</i>. Then in this lesson, students independently create their own response to the problem which takes place after the original co-created response thus</p>

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			<p>helping students to sequence the events. In Module 3, America, Then and Now, students read several informational texts over the course of the Module to answer the Essential Question, “How has life in America changed over time?” To develop an understanding of change in America and how people meet their needs as things change, students engage with the following texts: <i>Communication, Home Then and Now, Now and Ben, School Then and Now, Transportation, and When I was young in the Mountains</i>. Students also engage with the literary text, <i>The Little House</i>. Students build knowledge about aspects of life in the present and past, such as experiences at home and in school, as well as transportation and communication. The learning culminates in the End-of-Module Task in which they create a poster and write an evidenced based informative paragraph to compare home life, school life, transportation, and communication of the present and past. In Module 4, The Continents, students read several texts over the course of the module to answer the Essential Question, “What makes the world fascinating? To develop an understanding of world knowledge, students study the seven continents as they engage with the following texts: <i>Africa, Antarctica, Asia, Australia, Europe, Introducing North America, South America, and World Atlas</i>. Students build knowledge about the continents regarding topics such as interesting things people do in</p>

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			<p>the continents, geographical features, customs and culture, travel, and animals. During the module, students compare and contrast different sources of the same topic, read maps, collect and organize evidence, make connections between texts, and write an opinion paragraph.</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>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 4, The Continents, Lesson 25, the teacher divides the class into pairs and distributes a copy of the text, <i>South America</i> by Rebecca Hirsch. Students engage in Partner Reading, sharing responsibility for the text as they respond to various Text Dependent Questions (TDQ) related to the words and pictures on pages 16-21. Students Think–Pair–Share about TDQs such as, “How does the picture on page 16 help us understand where monkeys live? What makes you think so?” and “How does this picture show us the details we just read? Are there details in the words that you do not see in this picture?” Students work in pairs once again later in the lesson as they prepare to collect evidence for Focusing Question Task 4. The teacher rereads pages 16-21 and page 30 aloud while pairs use sticky notes to</p>

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			<p>annotate picture evidence of animals in the text. After they annotate, the student pairs choose two animals to record, share the animals they recorded, and the teacher adds the evidence to the blank Evidence Organizer for <i>South America</i>. In Module 3, Lesson 23, students engage with the text <i>Now & Ben: The Modern Inventions of Benjamin Franklin</i>. The teacher reads multiple page spreads aloud for students to identify the main topic, inventions. After the teacher reads each page spread, the teacher rereads each page spread and prompts students to identify names of inventions. During the Deep Dive, the teacher rereads page 2 of the text emphasizing the term inventions as students learn about plural nouns. In the next lesson, the teacher rereads the page spreads with a focus of engaging in a deeper exploration of words and illustrations to understand Benjamin Franklin’s inventions. After reading each page spread, the teacher asks, “How does this invention help us? How does this invention make life easier?”</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. 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</p>	<p>Required 2a) A large majority of questions in the materials are text dependent and text specific supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, Module 3, Lesson</p>

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<p>meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>20, students engage with texts and in lesson activities to answer the Content Framing Question, “What does a deeper exploration of the text features reveal in Transportation Then and Now and Communication Then and Now?” The teacher reads the pages 6-7 of the text, <i>Transportation Then and Now</i>. Students follow along and answer two Text Dependent Questions, “How does the text help us understand what a streetcar is? Use details from the illustrations and words to support your answer.” and “How do the pictures in the text help us to understand which information is about long ago and which information is about now? Use examples from the text.” With these TDQs, the teacher guides students on how to use various text features to not only answer the question but also support their answers with evidence from the text. In Module 2, Lesson 23, students engage with two core texts, <i>The Little Red Hen</i> and <i>Three Little Pigs</i>, to participate in a Socratic Seminar. Students think about the hen from <i>The Little Red Hen</i> and the third pig from <i>Three Little Pigs</i> to discuss the opening question, “What is different about how the Little Red Hen and the third little pig solve their problems?” The teacher provides a copy of each text for students to reference during the discussion. Midway through the seminar, a new TDQ is introduced, “How is the way the hen solved her problems the same as the way the third pig solved his problem?” From there students use what they have discussed to</p>

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			engage in the Focusing Question Task in which they answer the question “What did the animals always say to the Little Red Hen when she asked for help?”
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	Yes	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 1, Lesson 2, one of the Learning Goal states, “identify key details and discuss the main topic of <i>My Five Senses</i> (RI.K.2)” Students demonstrate their understanding of this learning goal by participating in a “Think-Pair-Share to identify the main topic and details from various sections of the text.” During the lesson, students answer questions such as, “What is this section about? What in the text makes you think so?” and “What did you learn from this text, or what is its main topic?” The Lesson 2 Vocabulary Deep Dive also includes a Learning Goal that also reflects the language of the standards which states, “Interpret expressions from <i>My Five Seasons</i> and link them to sensory experiences and feelings” (L.K.4.a). During the Deep Dive, students identify sensory</p>

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			<p>experiences within the text and describe feelings based on evidence from the text. In Module 2, Lesson 22, students work to identify the essential meaning in <i>The Little Red Hen</i> (RL.K.1, RL.K.2). During the Learn portion of the lesson, the teacher reads <i>The Little Red Hen</i> aloud, and students Think-Pair-Share about multiple TDQs, such as, “Why do all the animals tell the Little Red Hen ‘Not I’ when she asks for help?” and “What lesson do you think the author is teaching about life? What’s the essential meaning? Explain with text evidence?” With a partner, students use the text to choose one illustration that supports the essential meaning of the story. Students also execute Focusing Question Task 4 within this lesson in which they rehearse and write a sentence that presents the new problem of the story, draw an illustration to accompany the new problem, complete a sentence frame for the response to the problem, and use phonetic spelling and upper- and lowercase letters as appropriate. (RL.K.3, W.K.3, L.K.1.a, L.K.1.f, L.K.2.c, L.K.2.d).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. 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,</p>	<p>Required 3a) 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.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment to support students in making meaning of</p>

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<p>and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. For example, in Module 1, the Essential Question is “How do our senses help us learn?” The Focusing Question for Lessons 23-28 is “How do our senses help us learn from Rap a Tap Tap?” In Lesson 24, during the Learn section of the lesson, students experiment with labeling letters. In pairs, students participate in a Think-Pair-Share to the question, “How do you label with letters? What can help you identify the letters?” The teacher turns to pages 17-18 and chooses one detail from the illustration on page 17 to practice making a label. Pairs discuss what is happening in the illustration on page 18 as well as what labels can be added to help readers better understand the illustration. Students then complete Handout24A, writing at least two labels for the sketch. This activity prepares them for the Focusing Question Task where they write a book about how they used sight and hearing to learn from <i>Rap a Tap Tap</i> and label their drawings. In the Module 1, End-</p>

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			<p>of-Module Task, students “write an informative/explanatory book describing how the five senses help both you and a character from a text learn. In Module 2, Lesson 2, students engage in lesson activities to answer the Focusing Question, “What is true about real farm animals?” Students first examine a copy of <i>Three Little Pigs</i> and <i>Farm Animals</i> for differences, then engage with the informational text <i>Farm Animals</i> by listening to a read-aloud of the text. Students respond to questions such as “What did you notice from listening to the text?” “How did reading through the rest of the text help us learn more about the animals?” Students then engage in a discussion using a Question Cube. They take turns rolling the question cube and generating questions using the question word that the cube lands on. The teacher adds various student questions to the Wonders for Farm Animals anchor chart. During a whole group discussion, students determine if they remember the answer from the text, remember part of the answer from the text or if they do not remember the answer at all. This anchor chart stays posted and is updated for the duration of the Focusing Question Arc as the class continues to work with the text.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>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. While examining complex</p>

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			<p>texts, students engage in series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each modules includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. For example, in Module 3, Lesson 12, students begin the lesson by exploring vocabulary words city and country. The teacher explains that the images show different places where people live. To solidify the learning, students participate in a practice where the teacher names an item and students chorally respond with either city or country; items named include: farm, horse, skyscraper, traffic, grassy field and apartment building. This Welcome activity prepares students for later in the lesson when they use vocabulary while writing. Students participate in a discussion surrounding the question, “Is the Little House in the city or country in this picture? How do you know?” Students examine page 7 of the text to determine their answers and find evidence to support their evidence. Then, in pairs, students look throughout the text to find an example of the Little House in the city. Students Think-Pair-Share the question, “Do you live in the city or country? How do you know?” once the discussion concludes students record their answers to the question in their Response Journals. In Module 4, The</p>

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			<p>Continents, Lessons 16 -21, students engage with the text, <i>Why Mosquitoes Buzz in People's Ears</i>. Over the course of the lessons, students use the texts and engage in activities to prepare for and complete parts of the Focusing Question Task 3, in which students write an opinion piece about their favorite character and respond to "How can a story transport you to a different place?" Students work in groups to collect evidence on the characters in the text and add the evidence to the Evidence Organizer Chart. Students then respond to a peer's writing from their Response Journal in which they responded to an illustration in the text. Before doing so, the teacher displays the Sharing Our Writing Anchor Chart which states "Share and listen" and "Give a Compliment." In the next lesson, students collect evidence on the character's actions and begin the first part of the Focusing Question Task. Students analyze words and illustrations as they teacher asks questions such as, "Do the illustrations in a text move? Howe can we figure out how the animals are moving in this text?" Students read through portions of the text and use the words and illustrations to learn more about the animal's movement. The teacher then asks "What words did you hear to describe how the iguana moves?" At the end of the lesson, students execute Part 1 of the task by writing and illustrating "one sentence about what part of the story the illustration on pages 17-18 depict." In the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>next lesson, students engage in activities in which they form an opinion about the characters and begin writing the opinion piece for the Focusing Question Task 3. Students complete the writing task in Lesson 21 and engage in peer reviews by giving one compliment and one suggestion.</p>
	<p>Required 3c) 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> <ul style="list-style-type: none"> • 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>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use are the focus. For example, in Module 4, Lesson 14, Vocabulary Deep Dive, students use word parts as a clue to help them figure out the meaning of a new word like in previous modules. Students Think-Pair-Share the question, “What other strategies can you use to find the meaning of a new word?” After discussing in pairs, they share out in a whole group discussion. Students look at illustrations in <i>Africa</i>, as well as the word ending –ful to help find the meaning of new describing words. The teacher reviews that “–ful” means “full of.” Students examine the illustration on the cover of the text and the teacher points out that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“wonder” is “a feeling of amazement.” Students Add “-ful” to the end of “wonder” making the word “wonderful” and then participate in a Think-Pair-Share to figure out the meaning of the word “wonderful.” Students then work in small groups to determine the meaning of various describing words from the text. In Module 3, Lesson 18, students begin the lesson by understanding Key Vocabulary words transportation and communication. Students examine the front cover of <i>Transportation Then and Now</i> and <i>Communication Then and Now</i>. Students identify what they notice about the covers, illustrations, and page 2 from both texts, answering what they think transportation and communication both mean. The teacher states both definitions before adding the words to the Word Wall. This activity prepares students for the Lesson 19 Deep Dive, a Concept Sort of the words communication and transportation. In pairs, students explore the illustrations in each text, “Transportation Then and Now” and “Communication Then and Now”. Students find examples of various modes of communication and transportation. The mini lesson concludes as students complete Handout 19A: Transportation and Communication Sort Independently.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS:	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		<p>providing abundant opportunities for every student to become proficient in each of the foundational skills. Grade K reading standards aligned to foundational skills include print concepts, phonemic awareness, phonics, word recognition, and fluency. The goals for the Units 1-16, which allow for students to complete skills independently or with support, include the following: “to recognize rhymes, produce rhymes, isolate the initial sounds of words, distinguish between letter sounds, identify letter-sound correspondence for short vowels and consonant sounds, blend the parts of spoken compound words, blend the onsets and rimes of spoken words, blend the sounds in two-and three-phoneme words, segment the sounds in two-and three-phoneme words, add and substitute phonemes in simple words, encode (spell) three-phoneme words with short vowels, decode (read) three-phoneme words with short vowels, read 27 high-frequency words, and chorally read short, decodable phrases.” For example, Unit 1, Lesson 2, Part 3, students engage with rhyming words. The lesson begins with the teacher explaining how two words rhyme, “When two words rhyme, the middles and ends of the words sound the same. Only the first sound changes.” The teacher models with images of pig and wig, noting that these words rhyme. The teacher then proceeds to display nine examples of images of rhyming words, orally saying each word. In Round 2, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>images are displayed again and the students say the word. In Round 3, the teacher displays the images once again and explains to students that if they remember the second rhyming word in the pair they should say it aloud. Rhyming pairs include, house-mouse, bug-mug, six-mix, bear-chair, key-bee, jet-net, jar-car, goat-boat, box-fox and hose-nose. In Unit 5, Lesson 3, Part 3, What's That Word? students segment and blend sounds in a three phoneme word to read the whole word. First, the teacher directly instructs students on the objective of the lesson. Next, the teacher models how to segment and blend three-phoneme words with the words, book and bird. Once the teacher models and says the whole word, students identify the picture of the word modeled. Then the teacher models segmenting and blending the words, ant and bell, and students identify which of the words is the picture displayed. After the modeling examples portion, students segment, blend, and identify pictures of an additional eighteen pairs of words. Geodes includes Sound Search Books, multi-layered books designed to boost students' letter-sound recognition skills while building content knowledge, oral vocabulary, and a sense of sequence. In Geodes, Module 1, <i>A Day at the Market</i> includes the focus letter sounds /m/, /i/, and /u/. The following words in the book feature the focus letter sound for /m/: man, mango(es), map, market, mail, mailbag, mat, melon(s), mint,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			mom, money, mouse, mug, mushroom(s), magnifying glass, meat, mosquito(es), musician, marina, mackerel, mirror, music, and moon. Guidance suggests that the teacher prompts students to search for illustrations with the focus letter sounds.
	<p>Required *Indicator for grades K-1 only</p> <p>4b) Materials provide explicit grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	Yes	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. Throughout the units, students are engaged in lessons that explicitly teach them how books are organized and promote print awareness. For example, Unit 1, Lesson 3, Part 2 teaches the readiness skills and vocabulary associated with left to right directionality and one to one correspondence. This lesson prepares students as they learn to read individual words left to right in a text. The teacher begins by connecting their prior learning of groups of things they have been sorting. Next, the teacher models and explains that when we look at pictures, words, or letters, we start at the top and on the left side. Seven images are displayed and as the teacher points to each individual image from left to right, the students say the name of the images. Next, a sequence of numerals are displayed and are named from left to right in sequence, using numbers 1-7 . Lastly, a sequence of familiar letters are displayed and students name these letters from left to right, using capital letters A-G. In Geodes, Module 3, students engage with the text, <i>Call a Cab</i>. The teacher explains to students that some punctuation marks, such</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>as periods, question marks, and exclamation points mark the end of a sentence. Also, the teacher explains that authors use a question mark to ask a question and an exclamation point to show excitement. The teacher asks, “Can you find a sentence that ends in a question mark? Can you find a sentence that ends in an exclamation point?” The students reread a familiar book to locate questions and exclamatory sentences. In later lessons in Module 3, students continue learning about punctuation, a basic feature of print, by engaging with the text, <i>Frank’s Ice Pops</i>.</p>
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonological awareness instruction. The programs’ materials include the continuum found in the Grade K standards of simple to more complex skills. The continuum starts with rhyming, then moves to blending and segmenting syllables, next isolating sounds, to last adding or substituting phonemes in simple, one-syllable words to make new words. The Scope and Sequence provides an overview of the systematic phonological awareness instruction within the lessons. For example, Unit 1, Lesson 2, Part 3, Hear that Rhyme, students receive explicit instruction that rhyming words are two words that have the same middle and ending sounds. First, the teacher displays an image of pig and wig while saying the name of the word. This process is repeated with nine more pairs of words such as, pan-man, key-bee, and hose-nose. Then, in Round 2, the word pairs are reviewed once again but</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>this time students repeat the word pairs and then in Round 3, the first image is displayed and students are prompted to say the second word in the rhyming pair themselves. In Unit 16, Lesson 3, Part 1, Sound Swap, students receive explicit instruction to substitute the beginning phonemes in simple, one-syllable words to make a new word. The teacher first displays an image of pig, students identify the first sound and then the rest of the word. Then, students change /p/ to /w/ to get the new word, wig while the teacher displays the image. This process is then repeated once again with the words, log and dog. Independently, students continue this same process with eighteen pairs of words. For example, log is changed to dog, six is changed to mix, and goat is changed to boat. In Unit 19, Lesson 2, students accurately segment phonemes in single-syllable words with short a and long a. Students accurately identify the short and long /a/ phonemes in spoken words. The teacher reviews the short /a/ sound. Students participate in an I do, You do, We do activity, stretching words with the short /a/ sound. The teacher first displays a visual of the word cat. The teacher says the word and uses it in a sentence. Students stretch the word cat. The teacher asks how many sounds students hear in the word cat. The students also identify the vowel sound heard in the word. The activity is repeated with other short /a/ words and words with the vowel long a. In Geodes, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>first two modules include Sound Search Books. Students grow their phonological awareness by listening for letter focus sounds at the beginning and end of a word as well as by identifying items that start or end with those sounds. In Module 2, students engage with the text, <i>Sheepdog</i>, which provides practice with hearing and manipulating sounds as well as individual phoneme isolation and identification. The guidance outlines when words beginning or ending with the focus sounds will occur. Children listen for the first focus sound, <i>/ks/</i>, in the following words: box, fox, ax, Max, ox, wax, six, mailbox, fix, mix, and sax.</p>
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing⁵, MSV⁶ cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonics instruction. The program materials include the continuum found in the Grade K standards of simple to more complex skills. The logical and sequential order of phonics instruction starts with one on one letter sound correspondence and then moves to teaching short and long vowels. In Unit 7, Lesson 5, the Unscramble This activity engages students in explicit phonics instruction. The teacher shows an image along with three scrambled letter tiles that are needed to spell the word in the image. The students say the word of the image and segment the sounds. Then, the letter tiles are moved to the correct positions to spell the word. Students use the Touch and Say</p>

⁵ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

⁶ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>routine to blend the phonemes in the word as they then say the whole word. In Unit 20, Lesson 4, students identify graphemes in printed words and produce the proper phoneme for each grapheme, blend the graphemes together to produce real words and read words, identify their vowel sounds, and determine if they have digraph /sh/ in a Word Sort. The teacher uses Countdown Online to check answers with students and calls on individual students to read a word, identify the vowel sound and the correct guideword image, and identify the digraph, as they move through the lesson (RF.K.3, RF.K.2). The Teacher Guide’s Introduction describes the activities as they are related to phonics instruction. A table is also provided to clearly show when and where the one-to-one letter and sound correspondence is taught in the materials. There are three sub-strands of phonics instruction in the materials including letter-sound identification, decoding, and encoding. After developing a strong foundation in phonemic awareness in the first five units, students begin learning letter-sound identification in Unit 6 of the materials. By Week 8 in Unit 8, students have learned nine consonants and three vowel letters and sounds. Then, by Unit 14, students have learned all 26 letters of the alphabet and their sounds.</p>
	<p>Required *Indicator for grades K-5 only 4e) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent</p>	<p>Yes</p>	<p>Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing⁷, MSV⁸ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		<p>skills, including phonics patterns and word analysis skills in decoding words. Students practice decoding with quality decodable readers that have a connection to the foundational skills introduced and are accessible through the Reading Playground. Students practice the phonics concepts they learn in their lessons. For example, the decodable text, <i>A Pet Dog</i>, is used in Unit 22. The decodable reader integrates the skills practiced in the unit, such as the digraphs, /sh/ and /th/. On page 6, the decodable reader includes the following sentences: “Seth will have to set mush in the dog dish. If not, the dog will get too thin.” Also, in Unit 23, Lesson 2, students accurately segment phonemes or sounds in single-syllable words with short e and long e. First, students review the short e sound and movement with finger-stretching the words that start with the short e, such as, pet and vet. Then independently, students finger-stretch various words with the short e sound, such as pen, net, yes, neck, red, and ten. This process is then repeated with words with the long e sound. Lastly, students sort short e and long e words into two groups, depending on the vowel sound. The Geodes materials provide opportunities for students to practice decoding by integrating the skills they have previously learned and practiced in isolation. These foundational reading skills</p>

⁷ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

⁸ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities also correlate to the genre of texts with related vocabulary that students are currently studying in the Wit and Wisdom Modules. For example, Duet Books are books with decodable words, phrases, and simple sentences which allow students to practice the alphabetic principles they have gained so far. Students engage with literary nonfiction texts in Module 3. In Module 3, Set 3, Book 2, the Duet book, <i>Frank's Ice Pop</i>, is provided. This decodable text allows students to practice decodable letter patterns. One of the letter patterns in the VC or vowel consonant pattern as seen in the words, on and up. The second letter pattern practiced in this decodable text is the CVC or consonant-vowel-consonant as seen in the words, had and fun.</p>
	<p>Required *Indicator for grades K-5 only 4f) 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/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing⁹, MSV¹⁰ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. For example, in Unit 10, Lesson 5, Part 3 Phrase Reading, students practice reading two decodable words and one high frequency they have previously learned inside of a phrase, cut the ham. First, students read each word individually. Students use the “touch and say” routine to</p>

⁹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹⁰ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>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>blend and say the word for each decodable word. Then, to learn to read words with fluency, students read the words as a phrase. Each phrase is read at least three times with shorter pauses in between the words. Phrases include, hug my dog, dig in mud, and Tom is mad. Appendix A describes student workbook activities found in Lesson 5 of each unit starting in Unit 19 to Unit 28 that provide students opportunities to fluently read phrases and sentences. These fluency activities include teaching self-monitoring and provide students with feedback in their reading fluency. For example, during Phrases and Sentences to Read Procedure, students take turns reading, and the students who are not reading check for accurate reading. If a student misreads a word, the student checker points to the missed word or gives the position of the word without saying the word. The reader uses the Touch and Say routine to read the word again as well as rereads the phrase or sentence accurately. This procedure is used in the materials during the student fluency activities and anytime students are reading with the teacher or other students. Repetition of this procedure allows students to internalize self-monitoring and apply it as they read on their own as well. In Geodes, Module 3, Teachable Moments, Fluency: Noticing Punctuation, Students engage with the text, <i>Build a Log Cabin</i> and read with expression. The teacher explains to students that</p>

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			<p>exclamation points are punctuation marks that appear at the end of sentences or phrases and that authors can use an exclamation point to show excitement. The teacher then asks, “Can you find a sentence or phrase that ends in an exclamation point?” The teacher encourages students to practice reading the sentences or phrases fluently and with excitement to a partner. The partner and teacher gives students feedback on their fluent reading with expression. Specific guidance is given to the teacher that exclamatory child-read phrases or sentences appear on pages 1, 2, 6, and 14 of the text (LSS RF.K.4, RF.K.1). The lessons provide an opportunity to learn and practice these important foundations of reading skills. In Unit 19, Lesson 1, students build automatic recognition of some letter-sound or grapheme-phoneme combinations, and build automatic recognition of Heart Words. In this lesson, students learn a new activity called Read a Row. This activity measures how well students are acquiring letter sound and Heart Word fluency. Rows of letter sounds or Heart Words are displayed. The teacher chooses six letter sounds and three Heart Words. Students are given the role of Reader or Checker. The reader reads the row, and the checker checks the students reading. The teacher uses a Read a Row Teacher Recording Form that is used to record the accuracy and reading rate of each student.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> 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, 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 suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	Yes	<p>Materials provide instruction and practice in word study including pronunciation and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound symbol relationships of English. The materials provide explicit instruction and a variety of motivating activities that enhance learning. Materials include explicit instruction of words in text, practice opportunities, a variety of word-learning strategies, and instruction in specific words to enhance comprehension of texts containing those words. For example, in Unit 8, Lesson 2 students segment the phonemes in words using finger-stretching to spell a word. In Part 1, the teacher says the word, mouse and shows the image. Stretching the sounds, one sound for each finger is then modeled. Next, students stretch sounds together using their fingers with words such as sick, yes, bat, and run. In Part 2, students identify the letter symbol that spells the first sound in the word. Last, in Part 3, students play Guess My Word to determine the spelling of a word. The teacher displays mixed up letter tiles and says segmented sounds of the mystery word, such as /s/ /a/ /d/. The students blend the sounds together to say the word and then use the letter tiles to spell the word. In Unit 14, Lesson 5, Part 1, students decode or read words by pronouncing one sound at a time and then blending them together (RF.K.3, RF.K.1). The teacher begins by modeling and reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>some words by sounding them out. The teacher underlines one letter tile at a time while saying its sound, /f/ /i/ /ks/, and then underlines the entire word while saying, fix. The teacher tells students, “Let’s keep going! This time, say the sounds and blend the word with me.” The students and teacher continue the same routine with the following words: yes, yam, six, bag, ox, fox, jig, mix, quit, van, box, got, yak, but, wax, yum, men, dot, and run. The teacher is guided to make sure students are saying each sound with them as the teacher underlines it. In Unit 21, Lesson 3, students identify the letters, th, as a digraph that spells the phoneme /th/ and accurately spell and read words with the phoneme /th/ spelled with digraph, th. Students build real words with the digraph, th, in an I Do, We Do, You Do instructional format. The teacher starts with building the word, bath, and then students and teacher build the word, moth. Students independently build the following words: path, thin, thud and math. Students say the word, stretch the sound, place the colors on the tile board for each sound, and spell the word with the tiles. Students hold up the boards so the teacher can check the spelling and provide positive error correction as needed. An optional challenge is for students to build silly words using the digraph, th, as well.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-2 only</p> <p>4h) 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 includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>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 does not include attention to invented spelling as appropriate for its diagnostic value, since, in Grade K, students may dictate, write, or draw to express their ideas. The materials provide assessment tools to identify skill gaps in foundational reading skill areas such as phonological awareness, phonics, and fluency. For example, the Really Great Reading Countdown Kindergarten Foundational Skills Survey is included with the materials along with an informational packet. The Kindergarten Foundational Skills Surveys packets are individual assessments. In each section, Functional Vocabulary, Phonological or Phonemic Awareness, Letter Knowledge, Decoding and High Frequency Words are assessed and results are collected via surveys. When each student’s level of support is identified, the teacher places students in the level that supports student understanding and growth with the identified literacy skill. Functional Vocabulary measures the students’ vocabulary of words such as: first, next, last, before, after, same, different, beginning, middle, and end. Phonological or Phonemic Awareness measures the students’ ability to</p>

¹¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹² **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>hear, identify and manipulate word parts and sounds. Beginning of the year survey assesses rhyming, blending compound words and on-set rime, beginning sound identification, and blending phonemes. Letter Knowledge measures the knowledge of letter names and sounds. Decoding on the beginning of year survey measures the students' ability to read closed syllable words. High-Frequency words measure automaticity with high frequency words. Criterion-referenced benchmarks place students in low, emerging, or on track categories for each section. The information groups children based on their strengths and weaknesses. Teachers use the Countdown Reading Playground three times a year to gather baseline data. This assessment is used as a diagnostic in the fall to assess students' needs. In the winter and spring students complete benchmark assessments. Additionally, the Countdown Reading Playground is used to monitor students' progress at least three times a year. The Foundational Skills Survey provides recommendations to determine student placement and inform instruction and differentiation.</p>
	<p>Required *Indicator for grades K-5 only 4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Foundational Skill materials are varied, abundant, and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. The materials are organized in a logical manner and include a variety of foundational skills materials that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>are easily implemented. For example, there are three organized teacher’s guides including Units 1-28. Explanation and details are provided for teachers in the introduction of the materials. Extensive explanations are provided not only for the materials and lesson organization, but also in regard to the foundational teaching components of the program. The program's structure in strands and substrands are explained such as rhyming, phonemic awareness, and the alphabetic principle. The Scope and Sequence and strand concentration by unit is also provided. Book 3 focuses on Sight Words/High Frequency Words (Heart Words), Phonemic Awareness, Alphabetic Principle-Letter- Sound Knowledge, Encoding, and Decoding. Units 1-16 teach pre-decoding skills of alphabetic principle, basic phonemic awareness skills, letter sound relationships, watching and participating in models of proficient decoding and encoding. By Unit 16, students read and understand CVC words. Then, Units 17-28 focus on using skills to decode complex words in isolation and in connected text. Students, both independent and with support, focus on building automaticity of letter-sound relationships, phonics decoding and spelling practice, high frequency words, and reading connected text. By the end of Unit 28, students read and understand the structure of complex closed single- and two-syllable words. In <i>Geodes</i>, Module 3, Set 1, Duet book 2, <i>Three Sisters</i> engages students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with a literary decodable text that offers opportunity to decode grade level words using sound-symbol knowledge. Students decode VC and CVC words, such as bed, set, get, set, and let. A discussion guide is provided with questions and a word routine discussing the word, past. After students read this decodable text, they respond in a journal. Depending on the student, they draw, dictate, label, or write their response to tell about something new they learned from this book. Students who write will be encouraged to finger stretch the sounds they hear in the word to write the corresponding letter.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 4, the core texts include eight informational picture books, six of the eight texts are written by Rebecca Hirsch and include <i>Africa, Antarctica, Asia, Australia, Europe</i> and <i>South America</i>. The remaining two informational core texts include <i>Introducing North America</i> by Chris Oxlade and <i>World Atlas</i> written by Nick Crane. In addition to the core informational texts, there is one</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supplementary informational text, <i>When I was Young in the Mountains</i> by Cynthia Rylant. Students also engage with three literary picture books, <i>Moon Rope</i> by Lois Ehlert, <i>The Story of Ferdinand</i> by Munro Leaf and <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i> by Verna Aardema. The informational texts within this module engage students in knowledge building and provide students the opportunity to research and gather information about various concepts related to the module topic. In Lesson 32, students begin working on Part 1 of their End-of-Module Task where they sort the core texts they have worked with in the module as an informational text or a storybook. In Lesson 33, students work on part 2 of their End-of-Module Task in which they create a travel brochure on the continent of their choice. Using an evidence organizer, students write an opinion statement on their continent of choice. In Module 2, students analyze character and setting in written texts, but they also apply the same skills to two paintings. Students engage with two informational picture books, three literary picture books, and one poem. <i>Three Little Pigs</i>, adaptation by Raina Moore, “emphasizes the relationship between the three pig brothers and their individual characteristics before dramatizing their encounter with the big bad wolf.” This literary story allows students to study story structure and characterization early on in the module. <i>Farm Animals</i> by Wade Cooper</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is an “informational text with quirky animal portraits, a bright design, and lots of animal facts...” This text provides students with background knowledge about farm animals as well as practice with rhymes. Students use the words and illustrations in this text to understand information. Remaining core texts include, informational text, <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen, literary texts, <i>The Little Red Hen</i> by Jerry Pinkney and <i>The Three Billy Goats Gruff</i> by Paul Galdone and supplementary text, the poem “Morning is Come.”</p>
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, students read and analyze the core texts, <i>My Five Senses</i> by Alike, <i>My Five Senses</i> by Margaret Miller, <i>Rap a Tap Tap</i>, <i>Chicka Chicka Boom Boom</i> and <i>Last Stop on Market Street</i>. Supplementary Texts include, “Great Depression” from the Children’s Encyclopedia and “The Harlem Renaissance” in Britannica Kids. Additionally, students examine two paintings, “Flower Day” and “Le Gourmet” as well as watch three videos, “Bojangles Step Dance,” “Chicka Chicka Boom Boom,” and “Eight-Year-Old Tap Prodigy Little Luke”. In Module 3, students engage with seven core texts, <i>Communication Then and Now</i>, <i>Home Then and Now</i>, <i>Now & Ben: The Modern</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Inventions of Benjamin Franklin, School Then and Now, Transportation Then and Now, When I was Young in the Mountains and The Little House.</i> Along with the core texts students listen to three songs, “Engine on the Track,” “This Land Is Your Land,” and “You’re a Grand Old Flag,” and explore one website, “About Cynthia Rylant.” Supplementary texts also include paintings, photographs, a poem and a video. Module 4 includes eight informational picture books and three literary picture books. Students also engage supplemental print and non-print texts including one article, three paintings, three photographs, an information picture books, a poem, a quotation, two songs, and four videos.</p>
	<p>5c) 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>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 1, the teacher distributes and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reviews the Volume of Reading Reflection Questions and explains that students should consider the questions as they read independently and respond to them when they finish a text. Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, such as <i>Rain</i> by Manya Stojic, <i>The Snow Day</i> by Ezra Jack Keats, and <i>Owl Moon</i> by Jane Yolen. In Module 4, Lesson 23, students practice fluency with an excerpt from <i>Moon Rope</i>, an excerpt of a conversation between Fox and Mole from the text. The teacher reads aloud the title and the first line of the text, tracking the words with their finger. Students Echo Read and practice the line several times independently. The lesson concludes with the assigning of a home-reading routine. In Module 2, Appendix D: Volume of Reading provides a list of fourteen picture books to support the module theme, Once Upon a Farm. These texts can be used for small group instruction as well as independent reading. Volume of Reading Reflection questions are included in the back of the Student Workbook.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named</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</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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.¹³</p>		<p>and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, Module 3, Lesson 14, students Think-Pair-Share the question, “Why do we need a topic statement in our informative writing?” After discussing with their partners, students participate in a whole group share out. The teacher displays and reads aloud the Craft Question, “How do I write a topic statement?” Students listen to an informative paragraph read-aloud and discuss what the paragraph is missing. The teacher rereads, prompting as needed to support students in recognizing that the paragraph is missing the topic statement. Students consider two sentences to use as the topic statement for the paragraph, “There are many cities.” and “Cities grow over time.” During a Think-Pair-Share, students discuss the question, “Which sentence would be a good topic statement for our paragraph? Why?” Once the class chooses the correct sentence, the class works together to write a topic statement for their Focusing Question Task. In Module 4, Lesson 15, students participate in a Socratic Seminar on their learning of Antarctica. In a whole group share out, students answer the question, “How can I</p>

¹³ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>show my understanding in a Socratic Seminar?" before getting started with their seminars. In groups of four to six students, the following opening question is introduced: "Imagine you are visiting Antarctica. Which natural feature would you explore? Why?" Students use the core text, <i>Antarctica</i> to support the students with naming an example as well as the description. Midway through the discussion, the teacher introduces the second discussion question, "What would you pack in your suitcase to take on your trip to Antarctica? Why?" Throughout the seminar, the teacher uses the Speaking and Listening rubric as a guide to record anecdotal notes.</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks 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>N/A</p>	<p>Not applicable to this grade level.</p>
	<p>Required 6c) 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> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Within each Module, lessons address various modes of writing across a year which include opinion, informative/explanatory, and narrative writing. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in Module 3, students engage with informative writing structures within each of the five Focusing Question Tasks, which support students in successfully completing the End-of-Module Task. In Focusing Question Task 1, students develop an informative sentence by completing a sentence frame comparing their experiences to that of the main character of the core text, <i>When I was Young in the Mountains</i>. Then in Focusing Question Task 2, students demonstrate their understanding of the informative paragraph structure to write an informative paragraph describing how school in America has changed over time using evidence from <i>School Then and Now</i>. In Lesson 29, students finish executing the End-of-Module Task. In the previous lesson, students choose their topic from one of the various core texts in the module and complete their topic statement for their informative paragraph, using the topic paragraph structure. Students determine that they still need to write two detail sentences and their conclusion statement to complete their End-of-Module Task. Before they begin writing, students verbally rehearse their detail sentences with a partner and then complete the End-of-Module Task individually. On Assessment 28A, students write one detail about their topic long ago and write one detail about their topic now with drawings to match. As a class, students synthesize a conclusion statement to finish their paragraphs. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 4, student writing tasks focus on opinion writing using various informational texts introduced throughout the module. For Focusing Question Task 1, students use the informational texts, <i>Asia</i> and <i>Europe</i>, both written by Rebecca Hirsch, to gather information to form an opinion in order to write an opinion statement about whether Asia or Europe has the most interesting things to do. The Focusing Question Task 2 introduces students to the opinion paragraph structure used throughout the lessons. Using information from core texts, students apply the skills they learned to complete Focusing Question Task 1 to draft an opinion paragraph about whether Africa or Antarctica has the most interesting natural features. Additionally, Focusing Question Tasks 3-5 are broken down into various parts, and students continue to use the opinion paragraph structure to complete the assessment as well as multiple core texts. All of these tasks prepare students for the End-of-Module Task where they apply the knowledge of various text types to sort their module texts by informational or story book in Part 1. In Part 2, students use the opinion paragraph writing structure that they have worked with throughout the module to create a travel brochure explaining why someone should visit their continent of choice using evidence from core texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>6d) Materials 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.</p> <ul style="list-style-type: none"> 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 as a way to develop more complex sentence structure and usage. 	<p>Yes</p>	<p>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. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. Module 1 Language Goals include the following: “ask questions about key details in texts using the question words who, what, where, when, why, and how” “write the letter that represent most phonemes and apply them to their own writing and drawing” “expand their understanding of word meanings through discussion and real-life connections” and “use words acquired through reading and apply them to conversations about the text.” In Module 1, Lesson 6, Deep Dive, students ask and answer questions about the key vocabulary in <i>My Five Senses</i> by Alike. The activity introduces the vocabulary words wherever, whatever, and every in the first paragraph of the text. The teacher introduces two</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sentence frames for students to use to ask a question about the vocabulary words. Sentence frames include, “What does ___ mean?” and “How does a ___ work?”</p> <p>The teacher models a Think-Aloud, with the vocabulary word wherever and using the first sentence frame. Students participate in a whole group share-out of what they already know about the word wherever. Students Choral Read an abbreviated version of the first sentence of page 32 of the text, reinforcing the definition of wherever. Students repeat this process with the remaining vocabulary words during a Think-Pair-Share with their partner. The Deep Dive concludes as the teacher reinforces what the paragraph in the text means. Module 3, Language Goals include the following: “produce and expand sentences using frequently occurring nouns and verbs. Including regular plural nouns.” “Capitalize the word I in a sentence.” and “Spell words phonetically, drawing on sound-letter relationships.” For example, in Lesson 4, students experiment with writing about the past. The teacher prompts students to think about the following situations: “something they did with a grandparent or special adult in their life” “something they did last summer” or “a special holiday memory.” Once they have thought about it, students share one of the memories with a partner before recording the memory in their Response Journal. Teachers encourage students to use all the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			letter sounds they know to spell their words and to capitalize I in their sentences.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 2 students complete two New-Read Assessments. In Lesson 24, students engage in New-Read Assessment 2. Before completing the assessment, students listen actively to the text, <i>The Three Billy Goats Gruff</i>. Throughout the module, students engage with other narrative texts building their skills with story elements. Within the assessment, students demonstrate their abilities to identify the different story elements in the text. The assessment is divided into two parts. Part 1 requires students to circle the characters, circle the setting, draw a picture of the problem and draw a picture of the resolution. For Part 2 of the assessment, the students orally retell what happens within the text. Teachers encourage students to use the text for their retelling as well. In Module 4, Continents, students engage in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>four Focusing Question Tasks that include elements that support success on the End-of-Model Task. For example, in Focusing Question Task 1, students “write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.” This task helps prepare students for the End-of-Module Task as they use informational texts to gather information in order to form an opinion, and they demonstrate understanding of how to form an opinion statement. In Part 2 of the Focusing Question Task, students use information from the text to form and support their opinion and write an opinion statement about which continent, Africa or Antarctica, has the most interesting natural features. Additionally, in Module 4, Lesson 26 Deep Dive, students demonstrate understanding of grade-level vocabulary by completing Vocabulary assessment 1. Students listen to a question that contains the vocabulary word and respond with yes or no. Vocabulary words include: continent, tallest, stick, amazing, “giant”, and “returned.”</p>
	<p>Required 7b) 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.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, over the course of lessons within</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 3, students gain knowledge about how America has changed over time and how people still need to meet their needs. Students compare the present and past of the following topics: home life, school life, transportation, and communication. On the End-of-Module Task, students create and present a poster and an informative paragraph explain how one of the topics discussed in the lessons, home, school, communication, and transportation, have changed over time in America. Specifically, in Module 3, Lesson 30, students complete Part B of the culminating End-of-Module Task. In a previous lesson, students create an informative poster on how the topic of choice in America has changed over time. In Part B, students showcase the speaking and listening skills that they have developed throughout the module. Success Criteria for the presentation includes: presenting their sentences in TopIC order, accurately using noun and verbs to produce the sentences verbally, using regular plural noun and referencing their drawing to provide additional detail about the topic while presenting. Before beginning the presentations, the students discuss the question, “Why did we include drawings on our posters?” The teacher also reinforces the Craft Question, “How do I use drawings to help explain my End-of-Module Task?” explaining to students to reference their drawings during their presentations. In Module 4, students examine what makes</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the world fascinating. Throughout the module, students focus on the following questions: “What interesting things can people do in Europe and Asia?” “What interesting natural features can people see in Africa and Antarctica?” “How can a story transport you to a different place?” “What amazing animals can people see in South America and Australia?” “Why might people want to visit North America?” and “What makes the world fascinating?” In addition to building content knowledge, students compare and contrast two sources of information on the same topic, understand how an author supports a claim, and research information to help form an opinion. The content knowledge and skills built over the course of the model prepare students to engage in the End-of-Module Task in which they use the evidence gathered during the lessons and the opinion they formed to create a travel brochure describing which continent they would like to visit. Specifically, in Lesson 32, students collect evidence for their End-of-Module Task. As a whole group students use an Evidence Organizer and the core texts to gather evidence for their culminating End-of-Module Task. Together, students research things to do and natural features for Africa, Antarctica, Europe and Asia. After filling out the first two columns, students then work together with a small group to locate information on the animals on one of the four continents. Each small group presents</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			their collected evidence which is added to the class Evidence Organizer. Students continue to synthesize their learning in the next lesson as they begin the End-of-Module Task.
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, in Module 1, Lesson 10, students complete Focusing Question Task 2, using a book that identifies how the main character from <i>My Five Senses</i> uses his five senses in the story. Students are initially introduced to the assessment in Lesson 9. During this lesson, students learn the criteria of success which states, “create a book about how the boy uses his five senses to learn about the world, choose one sense to write about, use cutting and pasting craft their sentence and draw text evidence to complete the frames.” Appendix C provides sample responses for the sentence frames and drawings students should produce as well as a Grade K Informative/Explanatory Writing Rubric that scores structure, development, and conventions from Does not yet meet</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expectations to Exceeds expectations. In Module 2, Lesson 29, students participate in Socratic Seminar 2. During the seminar, students “analyze the different story elements in <i>Three Little Pigs</i>, <i>The Little Red Hen</i>, and <i>The Three Billy Goats Gruff</i> to discuss what element in each story makes each a good story. The Major Assessments section of the Teacher’s Edition also provides elements that support success on their End-of-Module Task which include using text evidence to answer questions as well as their understanding of how story elements help develop a story. Appendix C includes a Socratic Seminar Grade K Speaking and Listening Rubric for teachers to use to score students during each of the two Socratic Seminars in the module. Students are scored on conventions, process, and listening from Does Not Yet Meet Expectations to Exceeds Expectations.</p>
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. For example, in Module 3, Lesson 27 students begin working towards executing their End-of-Module Task. During the Learn section of the lesson, students engage in a gallery walk of the module texts and artifacts. After the gallery walk, students Think-Pair-Share the question, “What was your favorite topic we learned about in this module? Why?” In order to prepare and plan for the End-of-Module Task, students engage in a Socratic Seminar with the opening question, “How did ___ in America change over time?” Students independently choose a topic and complete the top half of Handout 27A: End-of-Module Task Evidence Organizer by citing two pieces of evidence to support how their topic has changed over time. Students discuss their details and topic within a small group for the seminar. Once the seminar has concluded, students independently complete the bottom half of Handout 27A, citing two more pieces of evidence for their assessment for a total of four details. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 2, students complete five Focusing Question Tasks to prepare for the End-of-Module Task. For Focusing Question Task 1, students complete an informative fact card about one animal from the text, <i>Farm Animals</i>. Students also create a podcast detailing facts about the animal and why they chose the animal. During Focusing Question Task 2, students write an informative sentence about what happens on the farm in <i>The Year at Maple Hill Farm</i> in one season. During Focusing Question Task 3, students write two informative sentences describing one character's trait and how they demonstrate it in <i>The Three Little Pigs</i>. To complete Focusing Question Task 4, students write a sentence describing a new problem the Little Red Hen may face and write a response to the problem and find a new resolution. Finally, in Focusing Question Task 5 students write two sequential responses to the problem to aid in completing a fictional narrative written by the class. The Focusing Questions Tasks support students in incrementally building content knowledge and skills to successfully complete the End-of-Module Task, writing an original narrative set on Maple Hill Farm about one animal discussed during the module.</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, in Module 1, when first introduced to the End-of-Module Task, students review the Checklist for assessment 30A. This checklist provides students the opportunity to evaluate and reflect on their own writing and includes a self-check, peer check, and a teacher check. Students score themselves on various components of the End-of-Module Task. For example, for Reading Comprehension, students determine if they drew and labeled what a character learned about the world using his senses and if they drew and labeled what they learned from the text with their senses of sight or hearing. Students mark a plus sign for yes and a triangle for no. This checklist is aligned to the rubric that teachers use in Appendix C. In Module 2, Lesson 11, students review the criteria for success for Focusing Question Task 2. The prompt states, “What happens during the winter, spring, summer, or autumn on the Maple Hill Farm?” In order for students to be successful on the assessment they must “demonstrate their ability to sort clothing images by season,” “draw a scene depicting what happens in <i>The Year at Maple Hill Farm</i> during one season including a picture of a person in seasonally appropriate clothing,” “use details from the text to create a detailed</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>illustration of the setting of Maple Hill Farm in a particular season,” “rehearse and write one sentence, including a preposition about what is happening on the farm in their picture,” and “use phonetic spelling and upper- and lowercase letters as appropriate to create their sentences.” Throughout the lesson, students receive guidance to complete the steps of the task to ensure they are meeting the criteria for success. In Appendix C: Answer Keys, Rubrics, and Sample Responses, the criteria for success is restated and sample student responses are provided.</p>
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson’s learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learners to access complex texts. For example, in Module 1, Lesson 12, students begin to engage with the core text, <i>Last Stop on Market Street</i> by Matt de la Pena. The lesson is launched with the question, “What does ‘last stop’ mean?” Background information is provided about the progression of a bus route. The teacher describes the process of a bus making multiple stops along a bus route, how the bus driver calls out the stops along the route, and how the last stop is at the end of the route. To solidify the background knowledge, students pretend to drive a bus around the classroom while the teacher calls out bus stop names, such as first stop on Market Street, second stop, and last stop. The pre-reading activity concludes as the teacher calls the last stop on Market Street and then students move to the whole group meeting area to begin their read aloud of the text. In Module 3, Lesson 18, students engage in a ten minute pre-reading activity as the teacher introduces students to two informational texts, <i>Transportation Then and Now</i> and <i>Communication Then and Now</i>. The teacher first displays the front cover of <i>Transportation Then and Now</i> and asks students “Looking at the cover, what do you think transportation means?” Using student answers, the teacher reinforces the definition of transportation. Students then engage in a Think-Pair-Share to discuss how the pictures in the book can inform them about what transportation means. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			teacher then reads the definition on page 2 to confirm that transportation is a “word that describes all of the ways that people move from one place to another.” Students then engage in a similar activity with the other information text, <i>Communication Then and Now</i> .
	<p>Required 8b) Materials 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 do not serve as platforms to practice discrete strategies.</p>	Yes	<p>Materials 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. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module’s knowledge building and goals. For example, in Module 3, Lesson 11, students express their understanding and record knowledge of the core texts, <i>Home Then and Now</i> and <i>School Then and Now</i>. Throughout this portion of the lesson, students look back through these core texts to help answer the Content Framing Question for the lesson. Students examine pages 10-11 in <i>Home Then and Now</i> and <i>School Then and Now</i> to understand how bathrooms and schools have changed in America. In a Think-Pair-Share, students discuss the question, “What important knowledge did you learn from our lessons on <i>Home Then and Now</i> and <i>School Then and Now</i>?” In their Knowledge Journals</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>complete a chart detailing what they learned from the texts and what they learned to do as a writer and a reader in the lessons. The lesson concludes with students participating in a Mix and Mingle of the Content Framing Question, “How do School Then and Now and Home Then and Now build my knowledge of change in America.” In Module 4, Lesson 13, students work in pairs to identify the point the author is trying to make in the text, <i>Africa</i> by Rebecca Hirsch. Students Think-Pair-Share the question, “What is the author teaching us in this text? What does the author want us to learn about Africa?” The teacher reads page 27 aloud as students listen for words they think describes how the author feels about Africa. The teacher rereads the last line of page 27, emphasizing the word amazing. Students discuss what they think amazing means before the teacher provides the definition. Once the point of “Africa has amazing people, places and animals” is confirmed, students work in pairs to locate additional reasons to support the author’s point. The lesson concludes as students discuss the Content Framing Question, “What does a deeper exploration of Africa reveal about a point the author makes?”</p>
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author’s choices. For example, in Module 1, Lesson 16, the students prepare to participate in a Socratic Seminar. The teacher rereads page 11 of <i>Last Stop on Market Street</i>, emphasizing the dialogue of the main character, CJ. The teacher asks, “Where is CJ? Who is he talking to?” The teacher uses this discussion to introduce students to formal and informal language. Students identify how words and phrases they use at home differ from words and phrases they use at school and also use examples of informal and formal language from the text. Students reinforce this idea by participating in a Socratic Seminar on the text and focus on formal language. In Module 2, Lesson 14, students apply their knowledge of the story elements of character and setting during a close read of the painting, <i>American Gothic</i>. Students examine the painting to “read” it, discussing the following questions: “What do you see in this painting?” and “What do you notice about the characters in this painting?” Students take a closer look at the different parts of the scene, such as the foreground and background to identify what is happening in the painting. Students discuss and answer various TDQs about the foreground and background, such as,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>“Describe the clothes that the man and woman are wearing?” “What can we guess about these characters from looking at them closely? What makes you say that?” and “What can we tell about these people from the background or setting? Explain your thinking.” Additionally, foreground and background definitions are provided to the students and added to the module word wall.</p>
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p>Yes</p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, in Module 3, Lesson 24, students work in pairs as to collect evidence for their Focusing Question Task. Students use the text <i>Now and Ben</i> to collect their evidence and craft a sentence about how a specific invention makes life easier or helps people in the present. Students engage in a Think-Pair-Share to answer the question, “How does this invention make life easier?” Students discuss their responses and write an informative sentence in their Response Journals. Additionally, the Teacher Guide provides a scaffold for students who struggle in creating an informative sentence. The teacher models how to create an informative sentence using the illustrations</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on page 25-26 of the text. Also, if students continue to struggle to write an informative sentence, Next Steps are provided for the teacher to allow students to verbally express their sentence, then create a drawing, and add informative labels. In Module 4, Lesson 13, Deep Dive, students experiment with expanding a sentence. Students practice making and expanding sentences by adding describing words as it is done in the text, <i>Africa</i>. Students first participate in a Think-Pair-Share for the following questions: “What is happening in this photograph?” and “Who is doing what?” Student responses are recorded, and the teacher uses the student responses to model how to expand their sentences with descriptive words. Students work with a partner to practice making and expanding a sentence using describing words. The mini lesson concludes with a discussion as students answer the following questions: “How did you make complete sentences?” and “How did you expand your sentences with describing words?”</p>
	<p>Required 8e) 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>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module’s key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the standards addressed and the goals students will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	<p>Required 8f) Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level using an accelerating learning approach¹⁴. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>	Yes	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, in Module 2, Lesson 13, students engage with the core text, <i>Three Little Pigs</i> to complete Handout 13A: Story Stones. Students listen to a reading of a text and use their Story Stones to identify the various story elements within the text with an emphasis on the characters. Students place their story stone on each new character in the text as they come to it. If

¹⁴ **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the students struggle to manage the books and the stone, teacher guidance notes that they should consider removing the texts from the students and encourage students to raise their hand with the corresponding story stone. After the read-aloud, students label one of the characters in their Response Journal on a Story Map. Students who are ready for an additional challenge can draw and label more than one character from the story which is identified as an Extension to the lesson. Next Steps, located in the Analyze portion of the lesson, state, “If students had difficulty identifying the characters in <i>Three Little Pigs</i>, provide additional practice with the Character Story Stones. Work with small groups of students and model how to use the Story Stone to identify the character of an alternate text.” In Module 4, Lesson 4 students experiment with writing an opinion statement. Initially, students engage in a Think-Pair-Share as they answer the following questions: “What is an opinion?” and “Why is it important to share your opinion?” The teacher uses the students’ responses to reinforce that an opinion conveys information about how a person thinks or feels about something. Students discuss multiple sentences and identify whether it is an opinion or not, such as, “Does the sentence ‘I think blue is the best color in the world’ give my opinion? Why or why not?” “I think the best sport to play is baseball.” and “I think I’ll drink some water now.” Students use the core text,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Asia</i>, to determine which animal from Asia is their favorite. The sentence frame, “My favorite animal in Asia is ____.” is provided as a scaffold in the Teacher Guide to support students during their Mix and Mingle of the text.</p>
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.” For example, pacing guidance for Module 2, Lesson 21 suggests 5 minutes for Welcome, 2 minutes for Launch, 58 minutes for Learn, 9 minutes for the Land, and 1 minute for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Wrap, for a total of 75 minutes for the core lesson and the additional 15 minutes for the Deep Dive.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality¹⁵	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials do 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. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both

¹⁵ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			written and spoken responses. 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.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, 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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. 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.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only) ¹⁶	4. Foundational Skills ¹⁷	Yes	Materials provide and follow a logical 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. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide systematic and explicit phonological awareness instruction. Materials provide

¹⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁷ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.</p>
	5. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality¹⁸			texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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.
	7. Assessments	Yes	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure

¹⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	8. Scaffolding and Support	Yes	<p>their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.</p> <p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials 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. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.</p>
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			



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: Wit & Wisdom with Really Great Reading and Geodes

Grade: 1

Publisher: Great Minds PBC

Copyright: 2023

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

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

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.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**³ Indicators of Superior Quality for each **Non-negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁴ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

³ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with texts more complex than students could read themselves. 	<p>Yes</p>	<p>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, as well as reader and task considerations. The provided complexity guide outlines details for each core text, the text richness and complexity, along with each module’s knowledge building and goals. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. Some core texts are above the Lexile level for Grade 1, requiring more adult-directed instruction. In Module 1, Lessons 1-6, students focus on three narrative picture books to meet new characters and learn about their world and answer the Essential Question, “How do books change lives around the world?” For example, students listen to <i>Tomas and the Library Lady</i> by Pat Mora, a literary picture book with a Lexile level of 500. Since few of the texts in this module fall in the Lexile range for first grade, the lessons that use this text focus on students generating and answering questions about the text using key details and illustrations from the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>They use Focusing and Content Framing Questions to help them understand the complex text. In subsequent lessons, students identify story elements, such as problem and solution, and start to identify story structure. In Lesson 4, students focus on <i>Museum ABC</i> by The Metropolitan Museum of Art to identify text structure. Although there is no quantitative complexity rating, this informational picture book serves as a valuable entry point for noticing and wondering about key details. Students listen to multiple readings of the text to determine how this alphabetic story is organized and structured. Qualitative measures include meaning/purpose, structure, language and knowledge demands. In Module 1, <i>A World of Books</i>, the core texts include four literary picture books and two informational picture books ranging from 210L to 970L. The texts include: <i>Tomás and the Library Lady</i> by Pat Mora, <i>Waiting for the Biblioburro</i> by Monica Brown, <i>That Book Woman</i> by Heather Henson, <i>Green Eggs and Ham</i> by Dr. Seuss, <i>Museum ABC</i> by The Metropolitan Museum of Art and <i>My Librarian Is a Camel</i> by Margriet Ruurs. Module 3 includes a total of six core texts ranging from 490L to 850L. Literary picture books include: <i>Brave Irene</i> by William Steig, <i>Owl at Home</i> “The Guest” by Arnold Lobel, and <i>Gilberto and the Wind</i> by Marie Hall Ets. These texts allow students to continue to deepen their understanding of narrative elements. The informational</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>picture books include: <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba and Bryan Mealer, <i>Feel the Wind</i> by Arthur Dorros and <i>Feelings</i> by Aliki. These texts allow students to continue to build the skill of organizing concepts into main ideas and supporting details while also building the knowledge of the module theme.</p>
	<p>Required 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality 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>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality 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. The texts within the materials build knowledge of content related to the overarching module theme. Students engage with quality, critically acclaimed literary and informational works that promote mastery when paired with learning activities. The majority of the texts included in each module are crafted for authentic, non-instructional purposes. The texts that are not authentic are of publishable quality and offer rich opportunities for students. For example, Module 1 includes the highly acclaimed and well-recognized text, <i>Green Eggs in Ham</i>, written by Dr. Seuss. This New York Times Best Seller engages students with its engaging wordplay and low complexity allowing students to participate in independent rereading. Students also engage with the informational text, <i>My Librarian is a Camel</i> by Margriet Ruurs, this</p>

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			<p>text published in 2005 by Boyds Mills Press has won various awards including the ALA Notable Children’s book award. This text features interesting facts and photographs that explain the different ways people gain access to books. In Module 3, students engage with Caldecott Medal winning author William Steig’s <i>Brave Irene</i>. The story details the journey of Irene, a young girl fighting with the wind to deliver a ball gown. Within this text, students have the opportunity to explore narrative elements as well as feeling words and understanding personification. The Caldecott Honoree Aiki’s text, <i>Feelings</i>, is an informational text that uses a format of illustrations and dialogue to help readers learn about feelings. Students use this text to analyze illustrations and mirror the descriptive craft of Aiki within their own narratives.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> 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 texts. Texts 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, 	<p>Yes</p>	<p>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. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module’s core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	writing, listening, speaking, and language across a unit of study.		<p>suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering the Essential Question by the end of the module. For example, the theme of Module 4 surrounds the many versions of Cinderella. The module’s Essential Question is “Why do people around the world admire Cinderella?” This module focuses on versions of Cinderella from different countries as students explore and compare different variations of the story. During the End-of-Module Task, students form opinions about the various versions of Cinderella based on the varied core texts of the module. In Module 4, Lesson 17, students listen to <i>Adelita</i> by Tomie daPaola to identify character point of view, write a variety of compound sentences, use commas, and ask and answer questions about story elements. Students use their knowledge of previous Cinderella stories to make comparisons. Students practice a new speaking and listening goal in which they Think-Pair-Share to add relevant text details. In Lesson 21 of Module 4, students compare and contrast the adventures and experiences of the main characters of <i>Adelita</i> and <i>Bigfoot Cinderrrrrella</i>. Students use graphic organizers and build on previous Venn diagrams of other Cinderella versions. Students continue practicing speaking and listening while they Think-Pair-Share and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>add to their Knowledge Journal. Students use the compare and contrast skills acquired in Lesson 21 to complete Focusing Question Task 3 in which they write an opinion paragraph comparing the texts, <i>Adelita</i> and <i>The Korean Cinderella</i>. In Module 2, Creature Features, students read several informational texts over the course of the module to answer the Essential Question, “What can we discover about animals’ unique features? To develop an understanding of the diverse characteristics of various types of creatures and also identify commonalities across species, students engage with the following texts: <i>Me... Jane</i>, <i>Never Smile at a Monkey</i>, <i>Sea Horse: The Shyest Fish in the Sea</i> and <i>What Do You Do With a Tail Like This</i> as well as the literary picture book, <i>Seven Blind Mice</i>. The learning culminates in the End-of-Module Task where students participate in a shared research project and create trading cards focusing on one animal from one of the module 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>Yes</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 1, Lesson 25, students revisit <i>Green Eggs and Ham</i>, in order to determine which character</p>

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			<p>is speaking, students participate in a choral read of the text and perform a Reader’s Theater using certain sections of the text. This lesson focuses their understanding of dialogue, rhythm, and repetition of language. In Module 2, Lesson 3, students listen to a reread and compare <i>The Hare and the Tortoise</i> and <i>The Ants and the Grasshopper</i>. The students follow along as the teacher rereads <i>The Ants and the Grasshopper</i>. As the reread is happening, the teacher annotates Handout 1A, identifying Grasshopper’s actions that are important in the fable. Each time they read about an action, the teacher asks the question, “Do you think this is an important detail in the fable?” thus prompting a discussion amongst the students. This process is repeated until the reread of the text is complete. Students are then divided into pairs to complete Handout 1B. They complete the same process used with Handout 1A, but with the text <i>The Hare and the Tortoise</i>. Students work together in pairs to annotate or underline Tortoise’s action during the reread of the text. Once the actions have been identified, students Think-Pair-Share, the Text-Dependent-Question, “What do the Tortoise’s actions reveal?”</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the</p>	<p>Required 2a) A large majority of questions in the materials are text dependent and text specific supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, in Module 1, Lesson 2, students read <i>Tomás and the Library Lady</i> to identify characters within the text. Students Think-Pair-Share the following questions: “Who are the characters in the story?” and “Which character do you see the most?” Students also use the text to retell the story. In pairs, they refer to the text as one partner retells the first half of the story and the other partner retells the second half the story. This activity provides students the opportunity to work towards the Content Framing Question for lesson, “What’s happening in Tomas and the Library Lady?” In Module 2, students work towards answering the Essential Question, “What can we discover about animals’ unique features?” along with the Focusing Question for Lessons 1-9, “What lessons can we learn through stories about animals?” Within this arc students use the texts, <i>The Hare and Tortoise</i>, <i>The Ants and the Grasshopper</i>, and <i>Seven Blind Mice</i>. In Lesson 4, students use <i>The Hare and the Tortoise</i> to identify the lesson within the text. In pairs, students act out what Hare did during the fable and what tortoise did during the race. The teacher provides two possible lessons that can be learned from the text, and the students Think-Pair-Share the following Text Dependent Question (TDQ): “What details in the fable support the lesson idea. ‘Even if</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>you are slow, if you keep going you can win the race?’” In Module 4, Lesson 24, students listen to a reading of <i>The Korean Cinderella</i>. Students use the Pear Blossom Action Cards handout to Link Up with other students who have similar actions as them. Once in their groups, students discuss two TDQs, “What trait can you infer from both actions to describe Pear Blossom’s character?” and “Identify one action of Pear Blossom’s. What trait can you infer from that action?” As students discuss, the teacher circulates, adding student responses to the class Pear Blossom Traits Chart.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>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. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 2, Lesson 4, one of the Learning Goals states, “identify key details from the text to determine lessons of Aesop’s Fables (RL1.2).” Students demonstrate this learning by participating in a Think-Pair-Share to select details that support the lessons of <i>Aesop’s Fables</i>. During the lesson students discuss questions such as, “What are some key details from</p>

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			<p>the fable that might support the lesson ‘Be nice?’ and “What are some key details that might support the lesson ‘Plan ahead and work hard?’” Students also collaboratively write an informative paragraph about <i>The Ants and the Grasshopper</i> by using evidence from class charts. Students engage in a discussion with a partner to determine the content for the informative paragraph (W.1.2). In Module 4, lesson 31, students revisit the various versions of Cinderella stories and paintings/illustrations to discuss points of view of the character/artist. Students orally rehearse their analysis of the paintings in preparation for the end of year task of giving their opinion of one of the Cinderella characters that they have encountered during the module lessons (W.1.1, W.1.8, L.1.1a, L.1.2.a, L.1.2.d). In Module 4, Lesson 34, students ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing why there are so many different versions of Cinderella stories (SL.1.2, SL.1.4, SL.1.6).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. 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</p>	<p>Required 3a) 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.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment</p>

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<p>through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>to support students in making meaning of complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. For example, in Module 2, Lesson 9, students work towards answering the question, “How Do <i>Aesop’s Fables</i> and <i>Seven Blind Mice</i> build my knowledge?” Students work together in a whole group to create a Lesson Anchor Chart to discuss and record the lessons from <i>The Ants and the Grasshopper</i>, <i>The Hare and the Tortoise</i>, and <i>Seven Blind Mice</i>. Students Think-Pair-Share the following questions: “How did reading <i>Aesop’s Fables</i> build my knowledge?” “How did reading <i>Seven Blind Mice</i> build my knowledge?” “Think about the three fables we read. What is true of all of them?” and “What new information did we learn about the animals in the fables?” Students then complete their Knowledge Journal chart and identify what they learned from reading the fables. In Module 3, Lesson 4, students gather evidence for a shared research project about hurricane winds. Students begin by examining research with multiple</p>

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			resources. Students use the text <i>Feel the Wind</i> by Arthur Dorros and “Hurricanes” to identify what key details they learn from both sources. As a class, they complete a Research Evidence Organizer chart. Details are recorded for future use in Lesson 6 in which students work to answer the question, “What does the wind do during a hurricane?”
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	Yes	<p>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. While examining complex texts, students engage in a series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each module includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. For example, in Module 2, Lesson 1, students generate and ask relevant text-based questions about <i>The Ant and the Grasshopper</i>. After listening to the story, students use a question cube to help generate questions about the story. The questions are written on sticky notes for future use. Students then work in small groups to generate questions about the previously read story, <i>The Hare and the Tortoise</i>. In Module 2, Lesson 36, after reading various stories about animals and their uniqueness, students share their</p>

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			<p>knowledge and understanding by participating in a Socratic Seminar. Students begin with a Think-Pair-Share of the first seminar question, “What have we discovered about animals’ unique features?” before moving into a whole group discussion. Students use evidence from the texts that they have read throughout the module and use sentence frames to help them with their speaking, such as “I agree because ____.” “I disagree because ____.” “What makes you think that?” and “I hear you and ____.” Students also discuss the question, “How do artists and authors portray animals differently? What in the texts and artworks we studied makes you say that?” In Module 4, Lesson 9, students record the knowledge they have learned from <i>Cinderella</i> by Marcia Brown and <i>Cendrillon: Caribbean Cinderella</i> by Robert D. San Souci. Students Think-Pair-Share the questions, “What ideas did you learn from our lessons in Cinderella and Cendrillon?” and “What did you learn about our Essential Question, ‘Why do people around the world admire Cinderella?’” The teacher circulates around to listen to student responses and create a chart on the left hand side of the Knowledge Journal labeled “What I know.” The teacher points to the “What I can do” column in the Knowledge Journal and instructs students to Think-Pair-Share the question, “What did you learn to do as a writer? What do you learn to do as a reader?” The teacher circulates and records</p>

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	<p>Required</p> <p>3c) 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> <ul style="list-style-type: none"> 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>Yes</p>	<p>answers on the right-hand side of the Knowledge Journal. Students use the points during their discussion to execute the Focusing Question Task at the end of the lesson.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use are the focus. For example, in Module 3, Lesson 3, Deep Dive, students define the word <i>soar</i> and identify real-life connections to the word. Students revisit page 20 in the text, <i>Feel the Wind</i>, and Think-Pair-Share the question, “What do you think the word ‘soar’ means in the text?” From there, the teacher provides the students the definition of <i>soar</i> and students brainstorm things that <i>soar</i> and do not <i>soar</i>. Students record their answers on a graphic organizer. Students then use the following sentence frame to explain how and why things <i>soar</i> or do not <i>soar</i>: “A ___ soars because ___, but a ___ cannot <i>soar</i> because ___.” The Deep Dive concludes as students add <i>soar</i> to their Vocabulary Journals. In Module 4, Lesson 10,</p>

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			<p>Vocabulary Deep Dive, students use the Word Detective strategies used in Module 3 to Think-Pair-Share and discuss the question, “What were the strategies that we learned in Module 3 that helped us be ‘word detectives’ and figure out what the unknown words mean?” Students use the Outside-In strategy to determine the meaning of the word, invisible. The teacher displays the sentence and illustration from page 2 of <i>The Rough-Faced Girl</i>. The class identifies clues on the outside of the word and the word part within the word to determine what the word invisible means. Once the word is defined, students add the word to their Vocabulary Journals.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. 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.</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	<p>Materials provide and follow a logical 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. Grade 1 reading standards for foundational skills include print concepts, phonological awareness, phonics and word recognition, and fluency. The materials include twenty-five units with five daily lessons. The structure of a typical unit is as follows: Lesson 1 involves letter sounds and heart words; Lesson 2 involves phonemic awareness; Lesson 3 involves phonics instruction; Lesson 4 is student practice and lesson; and Lesson 5 is a Wrap Up for students to show what they know.</p>

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<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>Upon completion of GA1 units, students are able to read single-syllable words with short vowels, digraphs, trigraphs, two-sound blends, various short vowel spelling patterns, open syllables, vowel-consonant-e, and common vowel teams for long vowels. Students also read multisyllabic words, schwa sounds, and common inflectional endings. For example, in Unit 2, Lesson 2, students learn that a phoneme is the smallest unit of sound in a word. Students also review the Finger-Stretching protocol from a previous lesson to count the number of phonemes in words. First, the teacher models saying the word with a fist, then stretches the sounds in the word, cat, and counts on fingers how many sounds are heard. Next, students and teachers stretch more words together, such as bat, sick, and wish. The teacher models using a color tile and sound board where one color tile is placed for each sound and a red tile is placed for the vowel sound while students individually use their own sound boards and colored tiles to stretch the phonemes in words with the short a and short i vowel sounds. In Unit 8, Lesson 3, Phonics Concept: Digraph ch & Digraph wh, the lesson begins with a review of digraphs, /sh/ and /th/. The teacher displays letter tiles corresponding with the digraphs as students say the phonemes aloud. The teacher then introduces the letter tile -ch, saying /ch/, and shows the movement by pretending to make a small sneeze with the phoneme /ch/</p>

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			<p>into their fist. Students repeat the phoneme while making the movement as the teacher continues further explaining the digraph. The lesson continues with an I Do, We Do, and You Do section as the students build words using letter tiles with the digraph ch: chip, chop, chin, chap, chod, cham, chiz, chon, chig. The teacher guides the students through the word building routine for each word.</p>
	<p>Required *Indicator for grades K-1 only 4b) Materials provide explicit grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p>Yes</p>	<p>Materials provide grade-appropriate instruction and practice for the basic features of print. Throughout the units, students demonstrate understanding of organization of the printed word and recognize features of a sentence such as capitalization and punctuation. Students continue practice of the left to right directionality, spaces between words, and purposeful reading they learned in Grade K. For example in Module 3, students learn that print may be accompanied by pictures or graphics. Students use the text <i>In Motion</i> to examine text features, specifically diagrams. The teacher explains that diagrams use pictures to show or explain a process and can also include words. The teacher shows the diagram on page 5 showing the movement of hot and cold air, explaining that the lines representing the rising hot air are red and the lines representing the sinking cold air are blue. The teacher asks students to look at pages 6 and 7 and tell what the colors of the lines in the diagram show about the movement of</p>

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			<p>air (RF.1.1). In Module 2, while working with the text <i>The Hares and the Frogs</i>, students receive instruction and practice with the features of a sentence. The teacher explains to students that quotation marks are used to show when someone is talking and that the words inside the quotation marks represent what is said. The teacher points out that on page one, one hare says, “I think it’s time for lunch.” The teacher then encourages students to find other examples of quotation marks which can be found on pages 5, 9, 12, and 13 (RF.1.1).</p>
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonological awareness instruction. Throughout the materials, students demonstrate an understanding of spoken words, syllables, and sounds or phonemes. The programs’ materials include the continuum found in the Grade 1 standards of simple to more complex skills. The continuum starts with distinguishing long from short vowel sounds in spoken single-syllable words to the steps in blending and isolating sounds, to segmenting and manipulating sounds in, one-syllable words. Lastly, students move to working with words that have more than one syllable. The Scope and Sequence provides an overview of the phonological awareness sounds that students focus on in the lessons. For example, in Unit 6, Lesson 2, students segment the phonemes in single-syllable words with short o and long o. The I Do, We Do, You Do routine is conducted to provide</p>

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			<p>a scaffolded release of responsibility in the lesson. First, the teacher models by saying a given word, hop, and segmenting the sounds. The short vowel sound is identified in the word. Next, the students join in, practicing stretching the sounds of the word mop. Then, students complete a guided practice with other short /o/ vowel words to demonstrate they can segment the phonemes and identify the short vowel independently. Next, the same learning steps are conducted with long /o/ vowel words. Lastly, students are given a mix of words to segment and determine if the word has a long or short /o/ vowel sound. In Unit 20, Lesson 2, students practice segmenting and stretching phonemes with the r-controlled vowel phonemes. The teacher demonstrates finger-stretching the word, word, by repeating the word with a closed fist then stretching the word /w/ /er/ /d/ beginning with the thumb. The teacher then explains that the vowel phoneme is /er/ and they know that /er/ is r-controlled because /er/ is the second sound in the word, bird. Next, the teacher and students use the same routine to finger-stretch the word, pour. For the last part of the activity, the teacher asks individual students to stretch phonemes in the following words: stir, sort, farm, torn, car, store, cord, part, charge, burn, bore, birth, first, start, stork, and splurge. When the individual student stretches the phonemes, the teacher asks how many phonemes they heard, what the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>vowel phoneme is, if it is long, short, or r-controlled, and how they know the vowel phoneme is called r-controlled. Also, in Unit 15, Lesson 2, students accurately segment two-syllable spoken words into parts and blend the syllables into words. In this lesson, students use the routines Whale Talk, Syllable Stomp, and Syllable Stomp with SyllaBoards to break words into syllables. This lesson is conducted in an I Do, We Do, You Do format. The teacher starts with the word, gigantic. The teacher tells students that gigantic has three pushes or syllables, modeling Whale Talk. The teacher places three chips on the SyllaBoard and stomps each syllable, gi-gan-tic, sweeping from left to right while saying the word. This is repeated for the We do portion using the word, wonderful, and for the You do portion using the following words: pumpkin, place, subtract, planet, cricket, turtle, daisy, and branch. Next, the students blend syllables in multisyllabic words using the SyllaBoards. The students listen to each syllable and then blend the syllables to make a word. First, the teacher models the syllables, ta-ble. Two Syllaboard chips are placed. The teacher does a Syllable Stomp while saying the syllables, ta-ble, and sweeps fist from left to right saying the whole word, table. This is repeated in the We do portion of the lesson using the word banana. Lastly, during independent practice, students work with the following words to blend the two</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing⁵, MSV⁶ cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>syllables into a word: hammer, regular, magical, magnet, and honest.</p> <p>Materials provide systematic and explicit phonics instruction. Throughout the materials, students learn and apply grade-level phonics and word analysis skills in decoding words. The materials include the continuum found in the Grade 1 standards of simple to more complex skills. The logical and sequential order of phonics instruction begins with teaching students the spelling-sound correspondences for common consonant digraphs to decode regularly spelled one-syllable words. Next students move to the final -e and common vowel team conventions for representing long vowel sounds. Students then decode two-syllable words following basic patterns by breaking the words into syllables. They also read words with inflectional endings and recognize and read grade-appropriate irregularly spelled words. The materials provide a Scope and Sequence that clearly details this progression of simple to more complex phonics skills with the correlating unit and lesson. For example, in Unit 6, Lessons 3, 4, and 5, students learn to read and spell words with the digraph, th. First, in Lesson 3, the teacher reviews the definition of a digraph and the previously taught digraph sh. Next, students hear, say, write, and read the focus digraph in this lesson th.</p>

⁵ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

⁶ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Then, students build real words with the digraph th. They first stretch the phonemes or sounds with a given word such as the word thin. A sound tile is placed onto a soundboard for each sound identified. Next, students identify the letters that make that sound and place the correlating letter tile above the sound tile. Last, students touch the letter tiles as they say the sounds in the word and then blend the word: th-i-n, thin. Next, in Lesson 4 and 5, students continue their learning as they read words with the digraph, th, write these words in a word sort, read words with th in a phrase to sentence activity, and spell words with the digraph, th, with sound boxes. In Unit 16, Lesson 3, students accurately read and spell one-syllable words with open syllables. The teacher reviews closed syllables and engages students to give examples with a short or long vowel sound. As they review students make a motion for a closed syllable by holding a closed fist. The teacher introduces open syllables by removing the letter tile, t, from the word, got, to spell the word, go. The teacher explains that go is an open syllable because the vowel sound in an open syllable is usually long and no consonant letters follow the vowel letter in the syllable. Guided instruction follows and students determine if the vowel sound is short or long and if it is an open or closed syllable. The teacher prompts the students to make the open syllable motion with open hands in front of their chest. This activity is</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			repeated with the following words: shed, she, why, and my. In the next activity, students complete a word sort with open or closed syllables. Lastly, students build real and nonsense words with open syllables in an I Do, We Do, You Do format.
	<p>Required *Indicator for grades K-5 only</p> <p>4e) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing⁷, MSV⁸ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	Yes	Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Students practice decoding with quality decodable readers and decodable phrases that have a connection to the foundational skills introduced while building on their previous knowledge. For example, Really Great Decodable eBooks, accessible through the Reading Playgrounds, helps students practice the phonics concepts they learn in their lessons. The decodable text, <i>Beth's Ball</i> , is the decodable reader for Unit 12. The decodable reader integrates the short vowel spelling rules that are taught in the unit. Beginning in Lesson 4 of Unit 3 includes Phrases to Read which is a list of controlled phrases, meaning that students have learned all the phonics concepts and the vowel phonemes they need to in order to read the text accurately. Phrases to Read is broken into three sections: challenging, more challenging and most challenging.

⁷ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

⁸ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Also, in Unit 3, Lesson 5, students accurately articulate phonemes, phonics concepts, and high frequency words they have learned in past lessons taught in Unit 3 and the prior units. In this lesson, students read controlled phrases and sentences. Students turn to page 8 in their workbooks and the teacher calls on individual students to read phrases and sentences out loud to the whole group. When one student reads a phrase or sentence the class is a checker, meaning they listen and track to make sure the sentence or phrase is read accurately. When the student reads accurately the checker gives a thumbs up. If the student does not read accurately the checker holds their thumbs sideways and provides feedback. Additionally, the Geodes decodable books provided are 80% decodable words, as referenced in Inside Geodes. The other 20% of words were carefully chosen from the content modules of students' Wit and Wisdom lessons to provide a variety of contexts for students to engage with these words. In Module 2, students engage with the decodable book, <i>Smell Tells</i>, an informational book that connects to content words from Wit and Wisdom Grade 1, Module 2, Creature Features. In this book, students encounter words that are 82% decodable with the spelling patterns, ng and nk, as well as other previously learned phonics patterns and high-frequency words learned. Teachers are provided a complete list of decodable, high frequency, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4f) 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/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing⁹, MSV¹⁰ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>	Yes	<p>content words that are found in this decodable book.</p> <p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency is developed through opportunities for practice throughout the materials. For example, in Unit 4, Lesson 1, students build automatic recognition of some grapheme-phoneme combinations and build automatic recognition of high frequency words or Heart Words. In this lesson, students complete an activity called Read a Row that measures how well students acquire grapheme phoneme knowledge and heart word fluency. Blast Online displays a row of graphemes or a row of heart words. Students read a row aloud to the group while the rest of the group acts as a checker to monitor the student's accuracy. The teacher uses the Read a Row Teacher Recording Form to record students' accuracy and reading rate as they read from the screen. Upon finishing reading, students</p>

⁹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹⁰ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>give each other feedback to develop self-monitoring as students read on their own later. In <i>Geodes</i>, Module 4, students engage with the text, <i>Billy Beg and His Bull</i> in the Teachable Moments, Fluency lesson: Reading with Expression. Students practice oral reading fluency in the specific area of expression. The teacher explains to students that reading with expression means changing your voice depending on the punctuation and meaning of the words on the page to sound excited, scared, or surprised. The teacher models and reads aloud page 3, focusing on expression while students follow along in the book. The teacher repeats the reading with students joining in. Students engage in additional opportunities to practice reading with expression, which are found on pages 8, 10, and 12 (RF.1.1, RF.1.4).</p>
	<p>Required *Indicator for grades K-5 only 4g) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> 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, 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 suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and 	<p>Yes</p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound symbol relationships of English. The programs' materials include practice opportunities, a variety of word-learning strategies, syllabication, roots, prefixes, and spelling/sound patterns that provide explicit instruction and a variety of motivating activities that develop learning for students. For example, in <i>Geodes</i>, Module 3, students engage with the text <i>Fire at the Mill</i> in the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	automaticity with grade-level regular and irregular spelling patterns.		<p>Teachable Moments and Vocabulary lesson- Understanding Prefixes. In this lesson, students receive instruction and practice with prefixes and root words. First, the teacher explains to the students that prefixes are word parts placed at the beginning of a root word and that can change the root word’s meaning. This prefix in this lesson is re-. The teacher explains to students that the prefix means again while providing the example, “Reread means to read again.” The teacher references page 11 of the student’s book where Dad says, “Our friends will help us rebuild.” and asks students to use the prefix and its meaning to determine what the word, rebuild, means in the sentence. More words are worked with that have the prefix, re- (RF.1.3). In Unit 13, Lesson 2, students stretch phonemes or sounds to decode grade-appropriate words using sound-symbol knowledge. First, in the I Do portion of this lesson, the teacher stretches or says the sounds in the word, trap, and repeats the word with a closed fist. Next, the teacher explicitly explains that the first two letters, tr, are consonants and work together to make this two-sound consonant blend. The teacher deletes the phonemes /t/ to make a new word, tap. Next, students join the teacher in the We Do part of this lesson to finger stretch the word, bend, into phonemes, which has another two-sound consonant blend. This time, students delete a phoneme to make the word bed. In the You Do part of the lesson, many other words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>are worked with as individual students stretch phonemes in two-syllable words. The fourth part of this lesson includes another I Do, We Do, You Do routine with phoneme manipulation by changing blends to make new words. Also, in Unit 23, Lesson 1, students learn about the suffix -ed in words. First, the teacher introduces the root word, rent and defines the word with multiple examples of what it means to rent. Next, the teacher models adding the suffix -ed to the base word, and the word suffix is explicitly taught. The change in meaning is defined and examples are provided. The teacher uses the Touch and Say routine to read the sounds in the new word and blend the sounds together. Next, using the same steps, the teachers and students make other new words by adding the suffix -ed to base words.</p>
	<p>Required *Indicator for grades K-2 only 4h) 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 includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>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 includes attention to invented spelling as appropriate for its diagnostic value. Assessment tools include diagnostic measures to identify gaps in foundational reading skills, guidance for using the diagnostic measure, and progress monitoring tools. The materials provide</p>

¹¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹² **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>three assessments to determine support students need in foundational skills and grouping students. The first assessment is a one-minute timed Oral Reading Fluency Assessment, which is given to students individually. The second is the Grade 1 Foundational Skill Survey. The Foundational Skill Survey determines which students need support in certain foundational skills. This is also a one-on-one assessment that determines student knowledge of phonemic awareness, phonics, decoding, and word automaticity. The materials also provide another one-on-one Diagnostic Decoding Survey to determine the foundational phonics skills that readers are struggling with, simple and complex single syllable words, decodable two syllable words, as well as sight word recognition. A phonological awareness, letter and sound recognition, and sight word recognition assessment tool are also available. Additionally, the Teacher Guide directs teachers to informally assess students through teacher observation, during every lesson to ensure they are learning the objective of the lesson. The last two lessons of each unit assesses students on the newly taught information combined with the concepts that were previously learned. The materials also provide a Grouping Matrix to use in order to group students according to type and depth of their decoding difficulties. Teachers use data from Oral Reading Fluency Assessment and the Grade 1</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Foundational Skills Surveys. The Grouping Matrix uses the data to group students according to their decoding strengths and weaknesses, identifies and groups students for decoding instruction, provides progress monitoring reports, and enables additional progress monitoring.</p>
	<p>Required *Indicator for grades K-5 only 4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Foundational Skill materials are varied, abundant, and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. The materials are organized in a logical manner and include a variety of foundational skills materials that are easily implemented. For example, there is an abundance of materials and practice activities to support students in developing their foundational skills. There are two Teacher Guides detailing the foundational skills lessons available for students. Teacher Guide One includes Units 1-14 and Teachers Guide Two includes Units 15-25. Each unit includes five foundational skill lessons of study, totaling and available 100 lessons of study. All of the three programs in the materials are also organized in a logical and coherent manner providing access to easily implement the material so that teachers can spend time, attention, and practice with students who need foundational skill support. In the Teacher Guide there are side bar supports for teachers to guide their instruction. In Unit 15, Lesson 1, a sidebar bubble states, "Remember, there are no new letter sounds</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to teach in this unit. You may choose to review six graphemes that your students may still need to practice.” Also, Geodes has four clearly organized modules. A Teacher Notes section for each book is provided so that teachers are easily able to identify the foundational skills areas that individual students may need further support with in order to be successful with the lessons. For example, in Module 1, <i>How to Make Paper</i> , the Teacher Note provides guidance that students may benefit from a discussion of the following paper-related vocabulary: drip, drum, dry, mesh, mush, pulp, roller, sheets, tree, water, and wood. The guidance further explains to teachers that additional vocabulary practice supports students’ language, fluency, and comprehension development (RF.1.4).
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	Yes	Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 1, the texts include four literary picture books: <i>Tomás and the Library Lady</i> , Pat Mora; <i>Illustrations</i> , Raul Colón; <i>Waiting for the Biblioburro</i> , Monica Brown; <i>Illustrations</i> , John Parra; <i>That Book Woman</i> , Heather Henson;

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			<p>Illustrations, David Small; and Green Eggs and Ham, Dr. Seuss. In addition, the module includes two Informational picture books, <i>Museum ABC</i> by The Metropolitan Museum of Art and <i>My Librarian Is a Camel</i>, Margriet Ruurs. Students focus on asking and answering questions about both types of texts. Students create their own narrative in the End-Of-Module Task to culminate their learning. In Module 2, students use the skills they learned in Module 1 to continue to work with the texts in identifying central messages. Students engage with one literary picture book, four informational picture books, two fables, and one poem. <i>Seven Blind Mice</i> by Ed Young is a literary text exploring how “seven different-colored blind mice investigate a different part of the strange ‘Something’ each returning with a different theory on what it is.” This text opens the module with an accessible story as an introduction to the theme. <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page is an informational text that provides facts about nature and builds content knowledge about the features of animals. This book provides a model for student writing, helps build content knowledge, and prepares students for their End-Of-Module Task in which they write about one animal’s unique features. The remaining core texts include: <i>Me...Jane</i> by Patrick McDonnell; <i>Never Smile at a Monkey</i> by Steve Jenkins and <i>Sea Horse</i>, and <i>The Shyest Fish in the Sea</i> by Chris</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Butterword and John Lawrence. Additionally, supplementary texts include excerpts from <i>Aesop's Fables</i>, <i>The Hare and the Tortoise</i> and <i>The Ants and the Grasshopper</i>, as well as the poem <i>Fish</i> by Mary Ann Hoberman.</p>
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 12, students read and make connections with the text, <i>Waiting for the Biblioburro</i>. Students compare information from the author's note of the text to a short video, "CNN Heros: Luis Soriano" about Luis Soriano Bohorquez, the man who inspired the story behind the text. After revisiting the text and video, students make connections to real life and make comparisons and connections between the video and the text by participating in a Mix and Mingle of the question, "What was the same in the video and in the story, and what was different?" Module 2 includes the literary picture book include <i>Seven Blind Mice</i>, Ed Young and the following informational picture books: <i>Me...Jane</i>, Patrick McDonnell; <i>Never Smile at a Monkey</i>, Steve Jenkins; <i>Sea Horse: The Shyest Fish in the Sea</i>, Chris Butterworth, John Lawrence; and <i>What Do You Do With a Tail Like This?</i> Steve Jenkins and Robin Page. Supplementary texts include the following fables: <i>The Hare & the Tortoise</i>, and <i>The</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p><i>Ants & the Grasshopper</i>, both by Aesop’s Fables; the poem “Fish” by Mary Ann Hoberman; a video, “Pygmy Sea Horses: Masters of Camouflage,” from Deep Look; and two pieces of visual Art, <i>Young Hare</i> (1502) by Albrecht Dürer and <i>The Snail</i> (1953) by Henri Matisse.</p>
	<p>5c) 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>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 7, students experiment with fluency. The teacher displays a chart that states, “Fluent readers read: without stumbling.” The teacher explains that fluent means to “be able to read or speak easily or naturally.” The teacher practices reading fluently, emphasizing without stumbling using page 17 in <i>Waiting for the Biblioburro</i>. The teacher distributes Handout 7A: Fluency homework and reminds students to read this with their family. Students Choral Read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the passage for practice. In Module 4, Lesson 11, the teacher displays the Readers' Theater fluency passages from Handout 11A. Students independently read the part of one of the characters with a partner but at home are expected to read both parts practicing fluency. In Module 4, Appendix D: Volume of Reading includes recommended texts such as <i>Lon Po Po: A Red Riding Hood Story from China</i>, Ed Young, and <i>Yeh-Shen: A Cinderella Story from China</i>, Ai-Ling Louie. These texts can be used for small group instruction as well as independent reading. Volume of Reading Reflection questions are included in the back of the Student Workbook.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.¹³</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, in Module 1, Lesson 4 students identify the problem and resolution of Tomas and the Library Lady. Students use their Story Stones to identify the problem and resolution when they hear details about the elements.</p>

¹³ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students Think-Pair-Share the questions, “What is the problem, or what challenges Tomas?” and “What is the resolution, or how does the problem end?” Students use the details they learned in the reread of the text to retell the story by telling what happened with the problem and resolution to a partner and use the text for picture support. Module 2 includes reading, writing, speaking and listening, and language goals aligned with the standards. For example, one of the Speaking and Listening Goals are for students to “speak in complete sentences to ask and answer questions, as well as in collaborative conversations” (SL1.6). In Lesson 20, students participate in a Socratic Seminar based on the knowledge they have acquired from reading <i>Sea Horse: The Shyest Fish in the Sea</i>. Students begin by reviewing the Speaking and Listening Chart to explore the Craft Question for the lesson, “How can I speak in complete sentences during a Socratic Seminar?” During the seminar, students use sentence frames to practice speaking in complete sentences. The seminar opens with the question, “In what different ways does <i>Sea Horse</i> teach readers about the sea horse’s unique features?” Students engage in a collaborative conversation with their peers using complete sentences.</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended</p>	<p>N/A</p>	<p>Not applicable to this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required 6c) 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> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 	<p>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Within each Module, lessons address various modes of writing across a year which include opinion, informative/explanatory, and narrative writing. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, in Module 2, students build their understanding of informational texts and skills they need to write an informative paragraph. Students use sentence frames, models for structure, and conversations to strengthen their skill to structure and develop informative writing. In Focusing Question Task 3, students write an informative paragraph to answer the question, “How do sea horses use their unique features?” Students must have a topic statement, two details explaining how one feature of a sea horse is used, and a conclusion. In Focusing Question Task 4, students write another informative paragraph using textual evidence to explain how two animals use the same feature differently. They then use the skills used from each of the tasks to complete their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>End-Of-Module task, an informative paragraph using research that tells about an animal’s unique features. In Module 4, students focus on opinion writing. For example, in Lesson 15 students begin planning for Focusing Question Task 2, an opinion paragraph telling what trait they admire most about the main character Ella in <i>Bigfoot Cinderrrrrella</i>. Students complete Handout 15A, an evidence organizer, in conjunction with their Ella Traits Chart. Students choose one trait from the chart and include it in their opinion statement. Students use a sentence frame for their closing sentence. Once students complete their Evidence Organizers, they orally rehearse their opinion paragraphs. During the End-Of-Module Task for Module 4, student draft an opinion paragraph about the Cinderella character they most admire. Students review evidence that was collected throughout the module, form their opinion, and write a paragraph. Students support their opinion using evidence from the text and use correct writing conventions.</p>
	<p>Required 6d) Materials 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.</p> <ul style="list-style-type: none"> 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 	<p>Yes</p>	<p>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. Materials provide students the opportunities for application and practice with language conventions that are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	sentence construction as a way to develop more complex sentence structure and usage.		connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. For example, in Module 3, Lesson 5, students experiment with matching nouns and verbs. Students think about verbs they have learned from <i>Feel the Wind</i> , such as blow, flap, bring, strike, and rise. Students review a previously made chart of verbs and add new verbs to the chart. Students echo read all of the verbs. One verb is selected, and students echo read a sentence frame and choose the correct verb/noun agreement for the following sentence: “The wind (change/changes) directions. or The winds (change/change) directions.” After completing additional sentence frames, students land their learning by discussing how the verb changes in the sentences. In Module 4, Lesson 15, students identify possessive pronouns and use them to replace a noun in a sentence. Students begin the lesson by identifying which personal pronoun matches with the list of common/proper nouns provided, which include characters from the text, Bigfoot Cinderrrrrella. The nouns include Cinderella, the prince, mom, girl, John and Billy, and Ella. The teacher creates a Possessive Pronoun Chart with the students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to practice replacing proper nouns with a possessive pronoun. The teacher models a Think-Aloud process to identify possessive nouns that replace proper nouns in multiple sentences. Partners work together to orally change the possessive pronouns in the following sentences: “The family’s house is next door.” and “The teacher’s car is blue.”
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 1, Lesson 7, students work together in pairs to complete New-Read Assessment 1. Students explore <i>Waiting for the Biblioburro</i> visually with a partner. Then, they use one of the provided sentence frames to create a question they have about the text. Sentence frames include: “Who ___?” “Where ___?” and “When ___?” Students choose one sentence frame and orally rehearse their question with a partner before recording it on their assessment. Also, in Module 1, students share their knowledge learned within the module on the End-of-Module Task, an original narrative story about a character who is changed in some way by books. Each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>student designs a cover page for the narrative which is inspired by Museum ABC. In Module 2, as a culmination of the module, students engage in an End-of-Module (EOM) Task where they create large trading cards focusing on one animal from one of the module texts. Students participate in a shared research project as they gather evidence about these animals from multiple texts over the course of the module. For example, in Lesson 34, students finish drafting their informative paragraph for the End-of-Module Task. Students work in this lesson to use their shared research from previous lessons to create their paragraph using the provided TopIC Sandwich Chart. Students individually write the topic statement, key details, and conclusion for their animal trading cards. In Lesson 35, students draw the animals they have been writing about to complete their trading cards.</p>
	<p>Required 7b) 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.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, in Module 1, students write and draw to retell multiple core texts such as, <i>Tomas and the Library Lady</i>, <i>Waiting for the Biblioburro</i>, <i>My Librarian is a Camel</i>, <i>That Book Woman</i>, and <i>Green Eggs and Ham</i>.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students also complete a New-Read Assessments for the same texts in which they have to write or draw their answers to questions, formulate their own questions, and identify story elements. Students participate in Socratic Seminars to respond to their peers' opinions on Focusing Questions. These various types of assessments build knowledge for the End-Of-Module Task in which students use what they have learned to write a narrative about a character whose life has changed because of books. Within each Module, lessons include questions and tasks that require students to demonstrate the knowledge and skill built over the course of the unit. Lastly, each module has culminating tasks that integrate learning using the core and supplementary texts. For example, in Module 3, students' learning culminates with an End-of-Module Task in which they create an original story about a character who must respond to the powerful force of the wind to solve a problem. They use words that appeal to the senses and feelings, mirroring the descriptive craft of the authors they studied. The Essential Question of the module is, "How do people respond to the powerful force of the wind?" Students answer several Focusing Task Questions along the way to answer the Essential Questions and to engage in the End-of-Model Task. The Focusing Questions include: "How is wind a powerful source?" "What are feelings?" "How do characters respond to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the powerful force of the wind?” “How does Irene respond to the powerful force of the wind?” “How does William use the powerful force of the wind?” and “How do people respond to the powerful force of the wind?”
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, in Module 1 Lessons 1-6, Focusing Question Task 1, students answer the following question, “How do library books change the life of Tomas?” Appendix C includes an answer key, the standards addressed, and a sample response. Appendix C of Module 4 includes a Speaking and Listening Rubric for Lessons 28 and 34 that assesses structure, development, style, and conventions. Students receive points based on their level of performance during the lesson task. The rubric provides clear criteria and expectations for each level of performance, ranging from 1 (Does Not Yet Meet Expectations) to 4 (Exceeds Expectations). An End-of-Module Task Opinion Writing Rubric is also included for Lesson 29 which evaluates students on structure,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>development, style, and conventions. In Lesson 17, students complete a New Read Assessment for the text <i>Adelita</i>. The answer guide in Appendix C includes a clear description that notes the purpose of each part of the assessment, answers and sample response, and relevant standards. In Part 1, students identify which character is telling the story. In Part 2, students write compound, declarative, interrogative, imperative, and exclamatory sentences. In Part 3, students use commas to separate words in a series.</p>
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. For example, Module 1, Lesson 4, students work to answer the Content Framing Question, “What’s happening in Tomas and the Library Lady?” Students begin with identifying the problem and resolution in the text in a whole group. The teacher rereads pages 8-14 of the text, and students follow along with their Story Stones. Students pause briefly to identify the problem after their Think-Pair-Share of the question, “What is the problem, or what challenges Tomas?” Students follow the same process for pages 23-25 to identify the resolution of the story. In pairs, students orally retell the story with their new understanding of the problem and resolution, using the text and pictures for support. Then students individually use sentence frames to begin working on Focusing Question Task 1, writing about the problem and resolution. In Module 3, students complete five Focusing Question Tasks to prepare for the End of Module Task, each one of the assessments is broken down into multiple parts. For Focusing Question Task 1, students identify similarities and differences among their evidence they have gathered. Then, they use their evidence to draft an informative paragraph using the TopIC Sandwich informative paragraph structure. Students then circle all of the nouns and verbs in their own paragraphs.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>For Focusing Question Task 2, students write a story about sequenced pictures from the text, <i>Feelings</i>. In Focusing Question Task 3, students write an original narrative about the character Owl from the text <i>Owl at Home</i> and then underline the verbs in their stories. During Focusing Question Task 4 and 5, students plan a scene to act out from <i>Brave Irene</i> and <i>The Boy Who Harnessed the Wind</i> by writing sentences that describe what Irene and William saw, felt and heard. Additionally, students act out their chosen scenes in groups by reading their sentences while another group member acts it out. The Focusing Question Tasks support students in incrementally building content knowledge and skills to successfully complete the End-of-Module Task using a narrative structure to “write a story about how a character responds to the powerful force of the wind.”</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, in Module 2, Lesson 32, students use an Informative Writing Checklist to determine whether they completed all the components of an informative paragraph completed during Focusing Question Task 5. The checklist</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>includes items such as the following: “I have a topic statement that names my topic.” “I have 2 or more facts or details to support my topic statement.” “I have a conclusion.” and “I used complete sentences.” In Module 3, Lesson 29, students participate in a Socratic Seminar surrounding the question, “Is science or magic more important to William?” Students review the Speaking and Listening Anchor Chart to identify ways they can be successful during the discussion. Students engage in a collaborative conversation with their peers and use evidence from the text, <i>The Boy Who Harnessed the Wind</i>. While students discuss, the teacher keeps track of students’ responses using the Socratic Seminar Checklist that is in Appendix C. This checklist lists various components for the teacher to check for, such as, number of comments, speaks in complete sentences, cites texts and whole body listening. There is also a Socratic Seminar Grade 1 Speaking and Listening Rubric that is aligned to the Socratic Seminar Checklist. In Module 4, Lesson 9, students demonstrate their understanding of two texts as they compare and contrast the experiences of two characters, Cinderella and Cendrillion. At the close of the lesson, students complete the Focusing Question Task 1 as they write an opinion paragraph about Cinderella. To ensure proper completion of the writing task, students use the Opinion Writing Task Checklist. Students mark yes or no to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>following items: “I respond to all parts of the prompt.” “Introduce the topic I am writing about.” and “I write an opinion statement.”</p> <p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson’s learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, in Module 2, Lesson 2, before students begin engaging with the text <i>The Ants and the Grasshopper</i>, the teacher asks students “What elements do we look for to figure out what’s happening in a story?” Students respond that they look for characters, the setting, the problem, and the resolution. Students then identify the story elements of <i>The Ants and the Grasshopper</i>. The students follow along as the teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>reads aloud the text. Throughout the read aloud the students chorally respond what the characters, setting and problem are in the text. Students Think-Pair-Share the resolution of the story. If students need additional support on identifying the story elements, the teacher asks text dependent questions such as, “What do you learn about the problem from Grasshopper’s interaction with the ants in the first three paragraphs?” and “What do you learn about the resolution from the grasshopper’s interaction with the ants in the last two paragraphs?” Module 3, Lesson 21 introduces students to a new core text, <i>Brave Irene</i> by William Steig. Before listening to a read aloud, the Teacher Note in the Teacher Edition suggests that the teacher either shows a short video on blizzards or finds books or articles about blizzards for students to read to build background knowledge. From there, students listen to a read aloud of the text. Students also visually explore the text discussing what they notice about the text. Additionally, students create questions about the text and choose one question they most want to answer. A scaffold is provided if students had difficulty generating questions. Guidance suggests that the teacher provide those students with a list of question words to use as a reference. Additionally, if a student has difficulty writing the question, then the teacher should provide a question-word sentence frame.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8b) Materials 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 do not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials 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. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module’s knowledge building and goals. For example, in Module 2, Lesson 17, students determine the main topic after listening to the informational text, <i>Sea Horse, The Shyest Fish in the Sea</i>. This lesson builds on students’ work from previous lessons. Students begin by participating in a Think-Pair-Share of the following questions: “What information did we talk about in the last lesson?” and “How do you think we could determine the main topic of the whole book?” Students use the same strategies that they used in previous lessons to figure out main topics of certain sections of the text to figure out the main topic of the entire book. The teacher displays the sections’ main topics, and students Think-Pair-Share the question, “What do the main topics of each section have in common?” Students’ responses are used to refine a main topic for the whole text. In their Response Journals, students write the main topic of the text and several section main topics that support the main</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>topic of the text. In Module 4, Lesson 15, students work to identify key evidence and the central message of the text <i>Bigfoot Cinderrrrrella</i>. The teacher reviews the central messages from previous Cinderella stories. In previous lessons, students analyzed character actions and traits and then continue this work in this lesson. The teacher reads aloud pages: 11, 13, 17, 21-22 and 29 in the story <i>Bigfoot Cinderrrrrella</i>, and students individually act out Ella’s actions on these pages. Students Think-Pair-Share to answer the following text dependent question: “Based on Ella’s actions we reviewed in the text, what lessons can we learn from <i>Bigfoot Cinderrrrrella</i>?” Students then share out and as a whole group create a well-supported central message based on their responses.</p>
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author’s choices. For example, in Module 1, Lesson 14, students listen to the text, <i>My Librarian is a Camel</i> to analyze the introduction. The teachers reads aloud the introduction on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>page 5 and then rereads only the first sentence of the introduction. Students identify the word remote as familiar since they were introduced to word remote in the author’s note of another core text within the module. Students use the Outside-In strategy to determine the meaning of the word, remote in the context of this text. Students use various country page spreads looking for clues about what remote means and eventually come up with a refined definition and sketch for remote. Additionally, students use this same process to determine what the word mobile means in context of the text. Once definitions for both words are created, students work in small groups to answer the following text dependent questions: “How do the words <i>remote</i> and <i>mobile</i> connect with the information in this paragraph?” and “How does your experience with books and libraries contrast with what the text described?” In Module 3, Lesson 29, students record evidence from <i>The Boy Who Harnessed the Wind</i>. In pairs, students listen to a reread of various passages from pages to identify whether magic or science is mentioned. Students create a Magic and Science T-Chart as a class to provide them with evidence for their Socratic Seminar later in the lesson.</p>
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing</p>	<p>Yes</p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>development (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>		<p>and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, in Module 2, Lesson 9, students refer back to the story, <i>Seven Blind Mice</i>, to consider the fable’s lesson. Students begin the lesson by participating in a Socratic Seminar. Students Think-Pair-Share the Craft Question, “How does using complete sentences in a Socratic Seminar work?” and use the following sentence frames to guide their expression: “I agree or disagree because ____” “I think ____ because ____.” and “I like that idea because ____.” After reviewing the guidelines for a Socratic Seminar, students engage in a discussion regarding the opening question, “What lessons did you learn from these fables?” Students engage in collaborative conversation with their peers, speaking in complete sentences. Halfway through the seminar, student pause to discuss how they are doing with the Craft Question of speaking in complete sentences. The Socratic Seminar then resumes with the follow up question, “What do the lessons of fables teach you about your own life?” In Module 4, Lesson 18, students examine conclusions. The lesson introduces students to the last component of their opinion paragraph structure, Opinion Conclusion. The teachers provides two sentence frames for the conclusion statement on the chart</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and models orally rehearsing a conclusion using the sentence frame, “That is why ____.” Then, in pairs, students then practice orally, rehearsing a conclusion with the second sentence frame, “This shows ____.” In Lesson 19, students use the opinion paragraph structure to write a conclusion statement.</p>
	<p>Required 8e) 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>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module’s key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Goals include a clear outline of the standards addressed and the goals students will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.</p>
	<p>Required 8f) Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level using an</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>accelerating learning approach¹⁴. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>		<p>to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, in Module 1, Lesson 3, students experiment with writing words of the settings they found in the story. Using a sentence frame, students write complete sentences. A Differentiation suggestion is provided which states, “Students needing additional support may be writing squiggly lines, letter streams, or not writing at all. Scribe, underwrite or provide students with a sentence strip depending on the writing level of each student.” For scribing, the teacher writes what the students say, word for word. The teacher spells out each word as it is written, and then students touch and Echo read each word in the sentence. In Module 2, Lesson 12, students analyze illustrations and photographs. Students listen to rereads of various pages of the text, <i>Me...Jane</i>, and Think-Pair-Share multiple text dependent questions such as, “What do you see in the illustrations on these two pages?” “What did you learn about Jane looking at the author’s illustrations and photographs of Jane?” and “How do the illustrations and photographs show hoe Jane made discoveries about animals?” During these discussions, students cite examples from the</p>

¹⁴ **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text to support their answers. Guidance is provided for students who need an extension that suggests that the teacher should instruct the student to look at the illustration on pages 1, 7, and 11 and the answer additional text dependent questions. Students then gather evidence to prepare writing a topic statement to answer the Focusing Question Task 2. A Scaffold is provided for students who have struggle in formulating their topic sentence. As support, students use a sentence frame, “Jane Goodall ___ about ___,” to answer the question “What did Jane do?” Additionally, guidance is provided at the end of the lesson within Next Steps for students who had difficulty analyzing how illustrations and photographs show how Jane made discoveries about animals. Guidance suggests that the teacher look at pages one at a time and record students comments about the one particular illustration only.</p>
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.” For example, pacing guidance for Module 3, Lesson 17 suggests 7 minutes for Welcome, 3 minutes for Launch, 60 minutes for the Learn, 3 minutes to Land, and 2 minutes to assign homework during the Wrap, for a total of 75 minutes and a 15 minute Deep Dive.</p>

FINAL EVALUATION
Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality¹⁵	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are

¹⁵ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do 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. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.</p>
	2. Text-Dependent Questions	Yes	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. 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.</p>
	3. Coherence of Tasks	Yes	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, 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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)¹⁶	4. Foundational Skills ¹⁷	Yes	<p>Materials provide and follow a logical 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. Materials provide grade-appropriate instruction and practice for the basic features of print. Materials provide systematic and explicit phonological awareness instruction. Materials provide systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol</p>

¹⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁷ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			relationships of English. 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.
III. Additional Criteria of Superior Quality ¹⁸	5. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on

¹⁸ Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	Yes	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials 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. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.

FINAL DECISION FOR THIS MATERIAL: **Tier 1, Exemplifies quality**



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: Wit & Wisdom with Really Great Reading and Geodes

Grade: 2

Publisher: Great Minds PBC

Copyright: 2023

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**³ Indicators of Superior Quality for each **Non-negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁴ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

³ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with texts more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. The materials utilize content-rich, complex module texts. Students engage with texts in between Lexile levels of 300 and 1030 within the Grade 2 modules. Texts have also been deemed appropriately complex through qualitative analysis of Meaning and Purpose, Structure, Language, and Knowledge Demands. Text types include poetry, informational text, literary fiction, narrative nonfiction, fictional narrative, legends, and folktales. The materials provide extensive read-aloud texts that allow sufficient opportunity for engagement with text more complex than students could read themselves. For examples, in Module 1, students read the poem “Weather” by Eve Merriam. Although there is not a Quantitative Complexity Rating, the text is qualitatively complex with the inclusion of alliterations, onomatopoeias, and challenging real and nonsense words. The structure is grade-level appropriate with an irregular rhyming pattern that repeats throughout the poem. Some of the words are expected to be unfamiliar and challenging, but the reading and re-reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of the poem across several lessons allows students to access the complex text. In Module 3, Civil Rights Heroes, the teacher reads aloud the narrative nonfiction text, <i>The Story of Ruby Bridges</i> by Robert Coles (730L). Qualitative analysis of meaning and purpose deems the text moderately complex. Structure is deemed slightly complex due to the structure which follows the chronology of Ruby’s years. Language is deemed exceedingly complex due to challenging vocabulary and content load. Sentences are long, complex, and sophisticated. Knowledge demands are deemed exceedingly complex due to the high level of discipline-specific knowledge about Ruby Bridges. In Module 4: Good Eating, students read the informational text, <i>The Digestive System</i> by Christine Taylor-Butler (750L). Qualitative analysis of meaning and purpose deems the text slightly complex due to the purpose being clear and consistent throughout. Structure is deemed slightly complex due to the text being a procedural essay with a central message clear to the reader. Language is deemed very complex due to the text being fact filled and sentences containing a high volume of technical vocabulary. Knowledge demands are deemed exceedingly complex due to the high level of discipline-specific knowledge about digestion and the problems with digestion.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality 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>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality 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. Texts are published independently of the materials and are mostly crafted for authentic, non-instructional purposes. In Module 2, The American West, students read “The Legend of Bluebonnet” by Tomie dePaola, the text has received the Caldecott Honor and Newbery Honor awards. The legend tells a story of the Comanche Nation and a young Comanche girl who decides to sacrifice her most important possession to help her tribe survive. Students continue to develop their skills of sequencing events and analyzing problems and solutions within a narrative. In Module 3, students examine the impact of three Civil Rights heroes: Martin Luther King Jr, Ruby Bridges, and Sylvia Mendez. Students explore how these figures responded to the injustices that they faced and how they can learn from their actions. This series of narrative nonfiction and historical photographs allows students to explore the past and build knowledge around what it means to live out “with liberty and justice for all.” Students close read Martin Luther King Jr.’s <i>I Have a Dream</i>, an informational picture book paired with paintings by Kadir Nelson, a Coretta Scott King Award winner. Students explore the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>power of words and how words can inspire change and ability to unite others in the fight against injustice. Students examine Ruby Bridges and the significance of her actions through point of view in her autobiography, <i>Ruby Bridges Goes to School: My True Story</i> and the narrative nonfiction, <i>The Story of Ruby Bridges</i> by Robert Coles. In <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>, a Robert F. Sibert Honoree, students learn that this text offers insight to the powers of law. Students look at point of view and illustrations and develop narrative writing skills that include a sense of closure.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> 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 texts. Texts 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 across a unit of study. 	<p>Yes</p>	<p>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. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module's core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Essential Question by the end of the module. For example, Module 1, A Season of Change, focuses on the Essential Question, “How does change impact people and nature?” During Lessons 1-3, students focus on the question, “What changes in ‘Weather’? while reading the poem “Weather.” Students discuss changes in weather and develop fluency. The text establishes themes of change in relationship to the weather. During Lessons 4-9, students focus on the question, “How do changes in fall weather impact people and nature?” while reading the informational text “How Do You Know It’s Fall?” The text details characteristics of fall, information on seasonal changes in weather, and traditional fall activities. Students investigate key terms and details to determine meaning and main topics. By transitioning from poetry to an informational text, students make connections between different types of texts. During Lessons 10-14, students focus on the question, “How does the Little Yellow Leaf change?” while reading the core text, <i>The Little Yellow Leaf</i> by Carin Berger. Students apply what they learn about fall from informational text to this literary fiction text to continue to develop knowledge. During Lessons 15-19, students focus on the question, “How does the chameleon change?” while reading the narrative tale, <i>A Color of His Own</i>. Students recount the narrative by building skill with sequencing story events and identifying</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>central messages. Students develop their understanding of problems and solutions within a text and identify evidence to use in their analytical writing. During Lessons 20-24, students focus on the question, “How does weather impact leaves in fall?” while reading the informational text, “Why Do Leaves Change Color?” Students analyze key details in order to determine how and why leaves change color. Students synthesize their learning from the module. During Lessons 25-29, students focus on the question, “How does Sky Tree show the cycle of seasons?” while reading “Sky Tree.” Students apply their learning about change and story structure. Students deepen their understanding of the rule of art within narrative storytelling as they read “Sky Tree” and return to their work with “Weather.” The learning culminates with an End-of-Module Task where students write a paragraph about changes in fall impact plants or animals. Module 2, The American West, students read several texts over the course of the module to answer the Essential Question, “What was life like in the West for Early Americans?”. In this Module, students close read stories and information text to build their knowledge of the American West. Students learn from the main characters in this module and the challenges they face. Core texts include: The core texts of the module comprise a combination of informational and literary texts that connect topics and ideas from</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiple lessons and include the following: <i>The Buffalo Are Back</i> , <i>Journey of a Pioneer</i> , and <i>Plains Indians</i> , <i>Johnny Appleseed</i> , <i>John Henry: An American Legend</i> , <i>John Henry</i> , <i>The Legend of Bluebonnet</i> , and <i>The Story of Johnny Appleseed</i> .
	<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>	Yes	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 2, Lessons 11, students engage with the nonfiction narrative, <i>Journey of a Pioneer</i>. The teacher reads the first half of the text aloud and then students discuss what they noticed and wondered about the text. The students read the remaining pages of the text with a partner and then share with the class what they noticed and wondered about the second half of the text. In Lesson 12, students reread <i>Journey of a Pioneer</i> to retell the events in the story using a timeline. Students read pages 4-5 and then answer the TDQ, “What event did Olivia record in her diary for March 23, 1845?” Students read the remaining pages of the text, looking for major events that occur adding the major events to a timeline. In Lesson 13, students reread two sections of <i>Journey of a Pioneer</i>, by first reading it with the teacher and then with a partner. As</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students read with the teacher, they think about what is happening to Olivia and what kind of information they learn about the West. As they read with a partner, they record events from the story and information from the story in a T-chart with two labels, story and information.</p> <p>In Module 4, Lessons 17-21 students focus on the question, “Where does nourishing food come from?” Throughout the lessons, students read and reread the text <i>The Vegetables We Eat</i> by Gail Gibbons. In Lesson 17, the teacher introduces students to the new text and they begin to build their knowledge of informative writing. The first read supports knowledge building amongst connected topics and texts as the teacher asks students how the text relates to other module texts such as <i>The Digestive System</i> and <i>Bone Button Borscht</i>. The students reread the text for another purpose in Lesson 17 during Deep Dive: Style and Conventions as they identify and explain the purpose of apostrophes in singular and plural possessive nouns. In Lesson 18, students revisit the text, looking at the illustrations and headings to determine the author’s purpose of each section. In Lesson 19, students explore words and phrases in the text to support students in understanding and applying complex vocabulary in the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A large majority of questions in the materials are text dependent and text specific supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text specific to support students in building knowledge while providing opportunities for students to provide both written and spoken responses. For example, Module 2, Lesson 3, students read <i>The Buffalo Are Back and "Buffalo Dusk"</i> to answer the question, "What does a deeper exploration of connections between people, plants, and animals reveal in <i>The Buffalo Are Back?</i>" During the Learn section, students answer a series of four text dependent questions which demand reference to the text, such as, "What connections do you hear between President Theodore Roosevelt and the buffalo on page 20 and page 23?" Students express their ideas and answers to the questions through both written and spoken responses as the students record their answers first in pairs and then discuss verbally as a whole class. In Module 3, Civil Right Heroes, Lessons 2-6, students read, <i>Martin Luther King Jr. and the March on Washington</i>. During Lesson 4, students read in pairs to find the answers to the questions: "What did President Lincoln do over 100 years ago? How do you know?" and "What was happening in 1963?" Students make connections between the historical events by putting the events in order and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>describing how the events are connected. In Lesson 14, students complete a New-Read Assessment for the text <i>Ruby Bridges Goes to School: My True Story</i>. The students read pages 12-15 and 26-27 of the text and then answer questions about details from the story and from the historical photographs. During one part of the assessment, students work in pairs to answer five text-dependent questions. Students use both writing and speaking to share their responses as they write answers on sticky notes, write answers on the Wonder Charts, and share their answers and textual evidence as a class.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>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. Questions and tasks use language of standards while assessments or culminating tasks bridge multiple texts and advance student learning over the course of the units and term of study. Additionally, modules and Lessons include learning goals that reflect the language of the standards. For example, in Module 1, Lesson 3, the Learning Goals states, “Identify important knowledge about change and seasons, citing evidence from ‘Weather’ and visual art references (RL.2.1).” and “Recognize important words in ‘Weather’ (RF.2.4). During the lesson, students complete a prompt in their Knowledge Journal in which they answer, “How does this text build our</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge of what we know?” and “How does this text build knowledge of what we can do?” In Module 2, Lesson 14, the Craft Question states, “Execute: How do I use clearly explained details in my paragraph?” Students collect evidence of characters’ challenges and responses in <i>Journey of a Pioneer</i> to find the essential meaning of the text (W.2.2). In Lesson 33, Launch, students identify similarities between two or more texts (RI.2.9). During the Learn section, students organize evidence in preparation for the End-of-Module Task, “How was the drought in The Legend of the Bluebonnet different from the real-life droughts in the West?” Students collaboratively draft an informative paragraph (RL.2.1, RI.2.1, W.2.2, W.2.8). Lesson 34, in the End-of-Module Task, students write an informative paragraph to explain their answer to the question, “How was one legendary person different from real-life pioneers?” The lesson demonstrates advancement of student learning over the course of units and terms of study as students utilize their knowledge from three different texts to answer the prompt (RI.2.2, RL.2.2, W.2.2, W.2.5, and W.2.8). In Module 3, Civil Rights Heroes, Lesson 18, students describe how repeated words add meaning to a text (RL.2.4). Students compare an important point from two texts (RI.2.9) and use temporal words to improve their personal narratives to signify a sequence of events (W.2.3).</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>3a) 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.</p>	<p>Yes</p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment to support students in making meaning of complex text. Each module includes multiple texts that are connected by theme or topic and focuses on an Essential Question for the Module, Focusing Questions for a series of lessons, and a Content Framing Question for each lesson. The Essential Question is posted for reference throughout the entire module as students incrementally build knowledge to answer the question by the end of the module. Each module contains a module map with sequenced activities and tasks in preparation for the End-of-Module Task. In Module 1, A Season of Change, the Essential Question is, “How does change impact people and nature?” The Focusing Question for Lessons 4-9 states, “How do changes in fall weather impact people and natures. During the lesson set, students engage with the text “How Do You Know It’s Fall?” During Lesson 4, the teacher reads the text aloud. Students follow along in their books and flag pages using sticky notes where they notice something about the text that connects to learning about the world or texts. The teacher reads the text aloud</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>again. Students follow along in their books and flag pages using sticky notes where they have a question. Responses are recorded on the Notice and Wonder T-Chart. During Lesson 5, students use a Main Idea and Details Chart to identify the main topic and details from sections of the text. Students add details such as “Animals get ready for winter.” “Animals store food.” and “Squirrels hide food.” In Lesson 8, students add to an Evidence Organizer Chart to answer “How does weather change?” and “What’s the impact?” in regards to people, plants, and animals. The Essential Question in Module 4 states, “How does food nourish us?” The Focusing Question for Lessons 1-8 is “How can food nourish my body?” During the lesson set, students read <i>The Digestive System</i> by Jennifer Prior and <i>The Digestive System</i> by Christine Taylor-Butler During Lesson 2, students explore the texts. The teacher reads a portion of the text aloud. Students discuss what they notice and wonder as the teacher adds questions to the Wonder Chart, such as “What is gas?” “Why are there bacteria in your body?” and “How do nutrients, vitamins, and minerals get into the blood?” During Lesson 3, students use the Digestive System Handout to share what they have learned so far with a partner. The teacher reads the second half of “The Digestive System.” Students engage in Shared Research to build knowledge on how food nourishes their body. In Lesson 5, students work in pairs to recount a chapter</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>by answering TDQs and using Digestive System Response Cards. During Lesson 6, students work with partners to sort and order the Digestive System Response Cards based on <i>The Digestive System</i>. Students use images in <i>The Digestive System</i> to notice similarities and differences in images and reveal information in images.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>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. While examining complex texts, students engage in a series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each module includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. In Module 1, A Season of Change, Lesson 1, students learn about the Speaking and Listening Anchor Chart, and that “great readers learn from listening to others.” The teacher displays the painting <i>Paris Street, Rainy Day</i> by Gustave Caillebotte. In a small group, students describe what they see and record on the chart. Students Think-Pair-Share to discuss what they wonder about the painting. The teacher displays three additional paintings, and students work in small groups to notice and wonder about these works of art. Students discuss and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>record observations and questions about the paintings. In Module 2, The American West, students build knowledge through reading module texts that allows them the ability to answer the Essential Question, “What was life like in the West for early Americans?” To support understanding of that question, during Lessons 1-5, students read texts in order to answer the Focusing Question, “How did the actions of American Indians and early Americans impact the prairie in the American West?” During Lesson 1, students examine the poem, “Buffalo Dusk” to learn more about buffalo and the prairie. During Lesson 2, students listen to the poet reading the poem to develop how the poem makes them feel about the buffalo. Students Think-Pair-Share to answer, “How did Carl Sandburg’s voice sound? Was he happy or sad?” and “Why do you think he read this poem using a sad and serious voice?” <i>The Buffalo Are Back</i> is used to introduce and define the key vocabulary bison, buffalo, plains, and prairie. Students also identify the main topic and key details in the text and work in small groups to illustrate the key details to support the main topic. During Lesson 3, students make connections as they engage with Response Cards that include Icons aligned to <i>The Buffalo Are Back</i>. Students choose two cards they believe are connected and share their connection with a partner and whole group. Students work in pairs to experiment with topic-specific words to describe</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			relationships between different people, plants, and animals in <i>The Buffalo Are Back</i> . Students gather evidence to support the Content Framing Question. During Lesson 4, students work in pairs to plan for an informative paragraph to answer the Focusing Question. During Lesson 5, students individually complete Focusing Question Task 1.
	<p>Required</p> <p>3c) 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> <ul style="list-style-type: none"> • 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). 	Yes	Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use is the focus. For example, in Module 1, A Season of Change, students focus on repeated and italicized words throughout <i>The Little Yellow Leaf</i> to reveal the central message. In Lesson 13, students examine the meaning of the repeated word bare. Students examine sentences and illustrations of <i>The Little Yellow Leaf</i> to decipher meaning. Students write the definition in their Vocabulary Journal, and the word is added to the Word Wall. Students use italicized and repeated words to gather evidence from the Change Chart.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Module 3, Lesson 1, students explore the meaning of the word “injustice”. Students use prefixes to find meaning. In this lesson, students explore the prefix -in and notice other prefixes in words such as “unequal” and “inequality”. Students review what they have already learned about “injustice” and provide an example of an “injustice” that they learned about in this lesson. Students continue to investigate the injustices people faced and how they respond to injustice. In Lesson 11, students engage in examining vocabulary and structure while advancing the depth of word knowledge. In the Deep Dive: Vocabulary section of the lesson, students determine the meaning of the new word formed when the prefix re- is added to a known word. The teacher explains that words beginning with re- indicate repetitions and mean again. Students Think-Pair-Share about how the prefix re- changes the meaning of the words “retell” and “reread”. The students complete handout 11B to create new words with the prefixes un- and re- with the root words “heat, appear, use, pack, fill, start, write, and name”. After using the prefixes to create new words, students write the definitions of the new words.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational	Yes	Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		<p>student to become proficient in each of the foundational skills. The Grade 2 reading standards for foundational skills include phonics and word recognition and fluency. The Scope and Sequence maps out the lesson progression in each unit. The units address oral reading, phonemic awareness, and phonics concepts. Students learn about phonemes, short and long vowel phonemes, blending, segmenting, and substituting phonemes, and schwa sounds. Students also read single syllable closed syllable words with two sound blends and digraph blends. Students read single-syllable open words, read two-, three-, four- syllable words with closed, open and VCE syllables (with and without schwa). For example, in Teacher Guide 1, students work with digraphs to accurately read and spell words in Unit 1, Lesson 4. First, students view an animated video to review the letters and sounds in the following digraphs: ch, sh, th, wh, ck, and ph. After reviewing each digraph sound, students combine the digraphs with other phonemes to form words. Students look closely at the word to find the digraph before segmenting and blending all the sounds in each word such as the words, ship and sick. Next, students engage in a word sort. Students work together to determine if the word has or does not have a digraph. Then, real words and nonsense words with digraphs are built in an I Do, We Do, You Do routine. First, the phonemes in a word are stretched, and color tiles are placed on a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			board for each sound. Next, the letter tile is placed below each phoneme and the sounds are blended to read the word. Geodes also provides students with foundational skills practice that is aligned to the standards. In Module 1, <i>Spring Fever</i> , the teacher explains to students that some punctuation marks, such as commas, indicate a short pause in a sentence while other punctuation marks such as periods, question marks, and exclamation points indicate the end of a sentence. The teacher then reminds students that pauses are only indicated by punctuation marks and not by spaces or line breaks. The teacher reads aloud page 1 of <i>Spring Fever</i> to demonstrate how to fluently read to the punctuation and then encourages students to practice recognizing punctuation to read fluently with varied punctuation.
	Required *Indicator for grades K-1 only 4b) Materials provide explicit grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	N/A	Not applicable to this grade level.
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A	Not applicable to this grade level.
	Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to	Yes	Materials provide systematic and explicit phonics instruction. Throughout the materials, students learn and apply grade-level phonics and word analysis skills in decoding words. The logical and sequential

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing ⁵ , MSV ⁶ cues, or visual memory for word recognition.		order of phonics instruction begins with teaching students how to read single-syllable closed words and then two and three syllable words, as well as vowel team spellings. Then in Book 2, students learn how to read one- to three- syllable words with r-controlled vowels. Lastly, in Book 3 students read one- to four- syllable words with chunks, consonant -le, consonant suffixes as well as prefixes. The materials provide a Scope and Sequence that clearly details the progression of simple to complex phonics skills with the correlating unit and lesson. For example, in Unit 22, Lesson 4, students work to read longer real words with consonant -le. The lesson begins with the teacher displaying the word, impossible, and asking the questions, “How many vowel letters are in this word?” and “Do you see a Consonant-le Syllable?” The teacher then displays four SyllaBoards underneath the word, impossible, and then puts the corresponding syllables in each SyllaBoard. The teacher then uses Touch and Say to read each syllable one at a time, sweeping their hand left to right to read the entire word. This process is then repeated as class with the word, teakettle. Students then work independently with SyllaBoards to read the words, probable, comfortable, unstable, and incredible. In Unit 13, Lesson 3, students work to dissect real words with r-controlled

⁵ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

⁶ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			vowel phoneme /er/. First, the teacher demonstrates the Dissect a Word procedure with the word, pearl. The teacher identifies the amount of consonants and vowels in the word, as well as if the beginning of the word is part of a digraph as well as the r-controlled vowel within the word. From there, the teacher displays letter tiles that correspond to each phoneme before using Touch and Say to read the word, pearl. As a class, students use the same procedure to collaboratively dissect the word clerk and then individually dissect the words, turn, first, search, slurp, and perch.
	<p>Required *Indicator for grades K-5 only</p> <p>4e) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing⁷, MSV⁸ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	Yes	Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Students practice decoding decoding with quality decodable readers and decodable phrases that have a connection to the foundational skills being introduced. As described in the Inside Geodes Teachers Guide, the texts within the program provide students with reading material on the Grade 2 emergent and developing reading level. The texts are aligned to a research-based scope and sequence for teaching phonics and decoding words, all written inside a content-rich context. The materials provide many

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⁸ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities for practice. Level 2 has four modules with sixteen decodable texts in each module. For example, in Module 2, students read the decodable text, <i>More Than Gold</i>. The teacher’s Book Note provides information regarding the foundational structure of the text such as that it is 97% decodable, including words with the suffixes -ly, -ty, and -y. A complete list of decodable words is provided to the teacher as well. Also, the Really Great Decodable eBooks are accessible through the Reading Playgrounds. These materials engage students to practice the phonics concepts they learn in their lessons. For example, the decodable text, <i>Superhero Ruth</i>, is the decodable reader for Unit 15. The decodable reader integrates spellings of /oo/ as in the word, ooze, that is taught in the unit. The sentence on page 12 demonstrates the spelling pattern with the following sentence: “Ruth swoops down from her room and into the kitchen for dinner.” In Unit 4, Lesson 3, students start reading two-syllable words with closed syllables. Prior to this lesson, students have only been working with single-syllable words. The teacher asks students questions about syllables in multisyllabic words. The teacher displays the word, picnic, and asks students how many vowels are in the word and whether they are together or apart. Students sort words into two groups, one syllable and two syllables. Students view an animation to learn about chunking.</p>

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	<p>Required *Indicator for grades K-5 only</p> <p>4f) 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/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing⁹, MSV¹⁰ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>Yes</p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Monitoring is included that allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Fluency is developed through opportunities for practice throughout the materials. Resources provide engagement of students in supported practice to build fluency through opportunities for practice with a high rate of accuracy. Fluency homework is assigned each day in Wit and Wisdom. The fluency assignments include passages students read that week in their lessons. For example, in Module 2, Lesson 1, students engage with a group of texts written about the buffalo disappearing from the western land America. Students read an excerpt from <i>The Buffalo Are Back</i> and continue to read more of the text in the next lessons. Then, a poem, “Buffalo Dusk,” is read. Context clues are used to figure out unknown words and examine the meaning in the poem. Students use this poem to practice their reading fluency skills for the week, such as reading with phrasing, with</p>

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¹⁰ **MSV:** Meaning, Structure, and Visual cues

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			<p>attention to punctuation, and reading accurately. In Geodes, Module 4: Stomach vs. Tongue, Teachable Moments, Fluency: Reading with Expression, students practice oral reading fluency in the specific area of expression. The teacher explains that reading with expression means changing your voice depending on the punctuation and the meaning of the words on the page by sounding excited, surprised, or proud. The teacher models reading with expression by reading aloud pages 2-3 as students follow along. The teacher then encourages students to partner-read a few more pages to practice reading with expression (LSS RF.2.4). In Unit 21, Lesson 1, students read non-controlled text with 98% accuracy or higher. Readers 1, 2, and 3 complete the oral reading procedure. Students activate prior knowledge of the topic of the passage, trade their blank copy of the student workbook with each read, checkers record the readers' errors as they read, review each reader's errors with the class, count total errors, calculate accuracy percentage and WCPM, and chart their scores on their tracking chart.</p>
	<p>Required *Indicator for grades K-5 only 4g) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> 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, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound 	<p>Yes</p>	<p>Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound symbol relationships of English. The programs' materials provide explicit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>symbol relationships of English. (Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</p> <ul style="list-style-type: none"> 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>instruction, a variety of materials, and frequent practice that develops students' word study skills. For example, in Geodes, Module 3, students engage with the text, <i>Stop, Wait, Start</i>, about a man with disabilities and his guide dog. Ninety-seven percent of the words in this book are considered decodable. The decodable words have a double vowel syllable and are pronounced with a long vowel sound such as the ai in rail and the ee in free. Other spelling sound partners developed in prior lessons are included for regular practice. In Unit 25, Lesson 3, students accurately read two-syllable words with consonant suffixes. Students start by reviewing consonant suffixes. Students complete a word sort with three different groups. Students place words in three columns: closed syllable, vowel-consonant-e syllable, and first syllable is a vowel team syllable. Next, students read real two-syllable words with consonant suffixes. In Unit 28, Lesson 3, Phonics Concept Day 1, students accurately read two-syllable words with the prefixes dis-, con-, un-, in-, and im-. The teacher begins by introducing the objective to the students and then playing an animation about prefixes. The teacher reviews the animation by asking students where prefixes are found in a word. The teacher guides students through a series of pronouncing the target prefixes, dis-, con-, un-, in-, and im-. Next, the teacher reviews the meaning of each prefix, provides the word in context, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-2 only</p> <p>4h) 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 includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word recognition.</p>	Yes	<p>teaches the meaning of the word. The teacher engages students in the same routine for the following words: context, distrust, ingest, unwise, and implant (RF.2.3).</p> <p>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 includes attention to invented spelling as appropriate for its diagnostic value. The materials provide multiple modes of assessment. There are multiple diagnostic assessments allowing teachers to determine where the students are in their learning and where to begin their instruction in the learning continuum. A Beginning Decoding Survey is provided for the students. The materials also include an Advanced Decoding Survey as well as an Advanced Decoding Survey Plus. These assessment measures assist the teacher in assessing the foundational skills students need support in using the program. Diagnostic Decoding Surveys serve as a one-on-one assessment of phonics skills. The Diagnostic Decoding Survey comprises two separate assessments, the Beginning Decoding Survey (BDS) and Advanced Decoding Survey (ADS). The BDS assesses student’s ability to read high-frequency words, single syllable words with</p>

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¹² **MSV:** Meaning, Structure, and Visual cues

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			<p>short vowels, digraphs, and two sound consonant blends. The ADS assesses student’s ability to read more advanced decoding skills, decoding single syllable words with advanced vowel patterns, and real and nonsense multisyllabic words. Beginning of Year, Middle of Year, and End of Year forms of the BDS and ADS are available for benchmark assessments. The materials also provide the teacher an opportunity to assess the students in each lesson to ensure they are progressing and learning the foundational skills and concepts being taught. Additionally the last lesson of every unit provides activities and a Wrap Up assessment where students use the new information they have gathered along with previously learned concepts. The materials provide a Grouping Matrix to group students according to type and depth of their decoding difficulties using data from Oral Reading Fluency passages and the Beginning Decoding Survey. Grouping Matrix uses the data to group students according to their decoding strengths and weaknesses, identifies and groups students for decoding instruction, provides progress monitoring reports, and enables progress monitoring.</p>
	<p>Required *Indicator for grades K-5 only 4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Foundational Skill materials are varied, abundant, and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports. The materials are organized in a logical manner and include a variety of foundational skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>materials that are easily implemented. For example, there is an abundance of materials and practice activities to support students in developing their foundational skills in the programs' materials. For example, HD Word includes three well organized Teacher Guides detailing the foundational skills lessons available for students. Teacher Guide One includes Units 1-10, Teachers Guide Two includes Units 11-20, and Teacher Guide Three has units study from Unit 21-33. These materials are also organized in a logical and coherent manner. Materials are organized and follow a five-day structure for Monday through Friday with teacher and student-facing material. Each unit has five lessons and follows the following structure: Lesson 1: Oral Reading Practice, Lesson 2: Phonemic Awareness Exercises, Lessons 3 and 4: Explicit, Systematic Phonics Instruction, Lesson 5: Student Practice. In HD Word Book 1, and Book 2, lessons systematically teach phonics structures in both simple and complex words. For example, the Geodes materials have over sixty quickly accessible decodable yet content-rich books to engage students with as they practice word analysis skills and decoding words with learned phonics patterns. To assist the teacher, each book has a corresponding Book Note, which provides the features of each book and options for instruction. In Module 4, students read the decodable text, <i>Body of Water</i>. This Book Note provides information</p>

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			regarding the foundational structure of the text such as that it is 94% decodable, including words with the /ou/ sound spelled with the letters, ow and ou, like in the word mouth and brown. A complete list of decodable words is provided to the teacher.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are ten literary texts and fourteen informational texts. Text types include poetry, informational text, literary fiction, narrative nonfiction, fictional narrative, legends, and folktales. In Module 1, the core texts are informational and literature. The core texts include the poem, "Weather" by Eve Merriam, informational picture books, <i>How do you Know It's Fall?</i> by Lisa M. Herrington, <i>Why Do Leaves Change Color?</i> by Betsy Maestro, <i>Sky Tree</i>, by Thomas Locker, and literary picture books, <i>The Little Yellow Leaf</i>, by Carin Berger, and <i>A Color of His Own</i>, by Leo Lionni. Paintings are listed as supplementary texts and include: <i>Autumn Landscape</i>, Maurice de Vlaminck; <i>Bathers at Asnieres</i>, Georges Seurat; <i>Hunters in the Snow</i>, Pieter Bruegel the Elder; <i>Paris Street, Rainy Day</i>, Gustave Caillebotte. Throughout the model, students read, discuss and write about poems, stories, and informational text. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>informative text, <i>Why Do Leaves Change Color?</i> is a “Let’s Read and Find Out Science” book that focuses on leaves and their importance to deciduous trees. The text begins with a broad view of leaves and details the biology of leaves and their life cycle. Students analyze key details in the text in order to determine how and why leaves change color. The text is highly accessible to students in order to provide an opportunity to assess students’ independent reading skills through a New-Read Assessment. During Module 2, The American West, students read the legend, <i>Johnny Appleseed: A Tall Tale</i>. Students compare versions of the Johnny Appleseed legend to deepen understanding of the story’s central message. The text provides students with an opportunity to apply what they have learned throughout Module 2 about early America, literary text analysis, and lessons legends can teach. The core texts for Module 4 include four informational texts and two literary texts. The informational texts include: <i>The Digestive System</i> by Christine Taylor-Butler, <i>The Digestive System</i> by Jennifer Prior; <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell; and <i>The Vegetables We Eat</i> by Gail Gibbons. The Literary texts include <i>Bone Button Borscht</i> by Aubrey Davis and <i>Stone Soup</i> by Marcia Brown.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 2, students study multi-sensory explorations of the poem “Weather” by Eve Merriam and four fine art paintings. Students notice and wonder how change is represented and described in poetry and art. There is a variety of length in the texts. In Lesson 6, students begin reading the book <i>How Do You Know It’s Fall?</i> Module 3 contains print and non-print texts with five informational texts, five photographs, two poems, four videos, four musical songs, and two articles. In addition, in Module 3, Civil Rights Heroes, Lesson 28 Land, students reflect on the Content Framing Question, “What is the essential meaning of Separate is Never Equal?” Students watch a portion of a video featuring Sylvia and Sandra Mendez, as they reflect on their childhood experience. Students respond to the question, “Why might Sylvia remember the beginning event from the text so vividly or clearly?” Students reread the essential meanings they wrote in their Response Journal and respond to the question, “How does this video help you better understand the essential meaning of the text?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>5c) 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>	<p>Yes</p>	<p>Additional materials do provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. For example, in Module 1 Lesson 15, students independently read <i>A Color of His Own</i> and complete the New Read Assessment; answering the questions, "When and where does it take place?" "Who is in the story?" "What challenge does the main character face?" and "How does the problem end?" Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, texts include: <i>Poppleton in Winter</i> by Cynthia Rylant, <i>Frog and Toad All Year</i> by Arnold Lobel, and <i>Snow</i> by Cynthia Rylant. In Module 3, Civil Rights Heroes, Lesson 22 Welcome, students read fluently and reflect. Students practice reading individualized</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			fluency passages to partners, demonstrating the qualities of fluent reading based on the Fluency Anchor Chart. Module 3, Appendix D: Volume of Reading includes recommended texts such as <i>The Listeners</i> by Gloria Whelan and <i>We Want to Go to School</i> by Marianne Cocca-Leffler.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.¹³</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, in Module 1, Lesson 11 provides students the opportunities to listen, speak, and write about their understanding of the text <i>The Little Yellow Leaf</i> by Carin Berger. During the Learn section of the lesson, students listen while engaging in a read-aloud of the text during which they listen for action verbs and stand to act out the word when they hear it. After engaging in the listening activity, students move into a Think-Pair-Share where they speak with each other to answer a series of text-dependent questions, such as, “What is happening when the narrator says, ‘Neither spoke’? Why is this an</p>

¹³ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>important moment in the story?” and “Remember that the resolution of the story is the way the problem is solved or ended. How is the Little Yellow Leaf’s problem solved?” Students then write about their understanding as they transition into a Stop and Jot activity where they write words and phrases that show whether <i>The Little Yellow Leaf</i> has any friends with him. In Module 2, The American West, the Writing Goals include writing informative paragraphs, incorporating peer feedback, publishing informative paragraphs, and organizing and choosing text evidence. Speaking and Listening Goals include creating an audio recording of a story and producing complete sentences that contain details. In Lessons 11-14, students read <i>Journey of a Pioneer</i> and write to answer the Focusing Question, “What was life like for pioneers in the early American West?” In Lesson 14, students collect evidence of challenges and responses the characters faced that point them to the essential meaning of the text and provide details to the Focusing Question Task. Students then draft informative paragraphs. In Module 3, students engage in reading, writing, speaking and listening. Students closely read informational text and student historical images to build knowledge of Civil Rights leaders. In the End-of-Module Task, students write a narrative from the perspective of Ruby Bridges or Sylvia Mendez. Students practice listening and determining the main topic when listening</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			to a text or in a conversation. Student practice asking questions to gather information and deepen their focus of a topic.
	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks 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>	N/A	Not applicable to this grade level.
	<p>Required</p> <p>6c) 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> <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 	Yes	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials include opinion/argumentative, informative, and narrative writing with a variety of writing tasks grounded in evidence from complex texts. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, at the end of Module 1, A Season of Change, students write an informative paragraph using evidence from the texts to convey understanding of change and the impact it has on plants and animals. Additionally, in Module 1, students draft informative paragraphs, collect and record evidence, take notes, write, and provide and receive feedback about their writing. Students write a topic statement, add evidence to support their topic and close with a conclusion. The End-of-Module Task</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>for Module 1 repeats this process as students read closely, take notes, and compose sentences using evidence from notes and key terms. In Module 1, Lesson 30, students engage in an informative writing task grounded in evidence from complex texts in the module. The students write informative paragraphs in response to the question: How do changes in weather impact plants or animals in the fall? The students develop their writing using evidence from the two texts <i>How Do You Know It's Fall?</i> and <i>Why Do Leaves Change Color?</i>. In Module 3, students identify story elements as pre-writing for their own narrative paragraphs. Students examine thoughts, feelings, and actions to detail their narrative paragraphs. At the end of Module 3, Civil Rights Heroes, students write an original narrative describing a moment from one of the module texts from the point of view of a character to describe thoughts, feelings, and actions in the face of injustice. At the end of Module 4, Good Eating, students evaluate and choose a plate of food to nourish their body and write an opinion paragraph detailing their reasons and evidence. In Module 4, Lesson 31, students engage in an opinion writing task grounded in evidence from complex texts. During Assessment 31A, students look at two meals and respond by writing an opinion piece on which they would choose to nourish their body and why. Students use evidence to support the response from the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 6d) Materials 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.</p> <ul style="list-style-type: none"> 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 as a way to develop more complex sentence structure and usage. 	Yes	<p>complex text <i>Good Enough to Eat</i> and the infographic “Eating your A, B, C’s” both of which are used in the module.</p> <p>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. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. For example, Module 1 Language Goals include using adjectives; identifying, forming, and expanding simple and compound sentences; using sentence-level context to determine the meaning of unfamiliar words; using glossaries and dictionaries to clarify the meaning of words and phrases; and identifying real-life connections between words and their use. For example, Lesson 12, students analyze how adjectives help describe the setting and action in <i>The Little Yellow Leaf</i>. The Craft Question is, “How do authors use adjectives to help readers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>visualize the text?” Students examine words and conduct a Grammar Safari by browsing for other adjectives in the text. Students choose two adjectives and make a Vocabulary Journal entry that explains how adjectives help the reader visualize action and meaning from the text. Module 2 language goals include using irregular verbs; using irregular plural nouns and collective nouns; providing specific details by choosing and capitalizing proper nouns; and determining the meaning of unknown words and phrases in a text using context clues, affixes, and root words. In Lesson 11 Deep Dive: Style and Conventions examines capitalization. Students examine how proper capitalization changes the meaning of writing using the text <i>Journey of a Pioneer</i>. Students share what they know about capitalization. Students review capitalization rules such as, writers capitalize the names of holidays, products, and places or geographic locations. Students look through the text for capitalized places or holidays. Students examine and write how capitalization changes the meaning of a word and sentence using the sentences, “Bison roamed on great plains.” and “Bison roamed on the Great Plains.”</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 1, students use a self-assessment checklist as they participate in the second Socratic Seminar. Students review the feedback they received on their participation in the last Socratic Seminar to focus on what they can improve on. In Module 2, The American West, Focusing Question Tasks include the following: writing an informative paragraph about how the American Indians, settlers, and President Theodore Roosevelt made an impact on the prairie in the early American West; writing an informative paragraph about how the Plains Indians used plants and animals; writing an informative paragraph about the challenges Pioneers face and how they respond; identifying the lesson of <i>The Legend of Bluebonnet</i> and writing an informative paragraph using details to support the idea; writing an informative paragraph about the lesson of <i>The Story of Johnny Appleseed</i>; and writing an informative paragraph that explains how the Keats version of John Henry is different from the Lester version. New-Read Assessments include, reading pages from <i>Journey of a Pioneer</i> and answering questions about topic-specific words and details from the story; reading pages from <i>The story of Johnny Appleseed</i> and completing the Story</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Stones Chart. Socratic Seminars include the following, identifying characteristics of what life was like for the Plains Indians in the early American West and analyzing two versions of Johnny Appleseed and identifying differences between the ways the legend is told. During the End-of-Module Tasks, students write an informative paragraph comparing the life of one legendary person to real-life pioneers and explain the differences. During Vocabulary Assessments, students demonstrate understanding of academic, text-critical and domain-specific words, phrases, and/or word parts.</p>
	<p>Required 7b) 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.</p>	<p>Yes</p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, Module 1 lessons focuses on seasons as an example of change and transformation. The knowledge built in this module provides a foundation for students to understand change. Students complete a culminating End of Module Task in lessons 31 and 32 where they write an informative paragraph using evidence from the texts in the module, conveying their understanding of change and the impact it has on plants and animals. In Module 2, Lesson 17, Check for Understanding, students orally recount</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the events in <i>The Legend of the Bluebonnet</i> to demonstrate understanding of the topics, themes, and ideas in the text. Teacher guidance for the Check for Understanding assessment notes that students are expected to move beyond retelling toward recounting narratives and students should be able to recount the story with accuracy and identify the correct problem and resolution. In Module 4, students examine how choosing to eat healthy foods can impact their life. Throughout the module, students focus on five Focusing Questions: “How can food nourish my body?” “How can food nourish a community?” “Where does nourishing food come from?” “How can I choose nourishing foods?” and “How does food nourish us?” During the End-of-Module Task, students use the knowledge that they have gained throughout the module to evaluate and choose a plate of food to nourish their body. Students write an opinion paragraph with details and reasons for their choice. For example, in Lesson 15, students complete Focusing Question Task 2 in which they demonstrate the knowledge and skill built over the course of the module while integrating learning using the unit text <i>Bone Button Borscht</i> by Aubrey Davis. To complete the task, students write an opinion paragraph stating who benefitted the most from making the soup in <i>Bone Button Borscht</i> using evidence from the text.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, during Module 1 in Focusing Question Arc 3, while engaging with the text, <i>The Little Yellow Leaf</i>, students work towards answering the Focusing Question “How does <i>The Little Yellow Leaf</i> Change?” Students complete Focusing Question Task 2, an informative paragraph with a topic statement, at least three sentences with evidence, and transition words. Two sample responses are given in Appendix C. In Module 2, Lessons 10 and 25, students engage in a Socratic Seminar. A Grade 2 Speaking and Listening Rubric is included in Appendix C for teacher guidance in evaluating student performance during the seminars. In order to meet expectations in Process, students are expected to speak in conversations through multiple exchanges, follow most agreed-upon rules for conversations, respond to what others say, and use voice inflections that vary consistently to put emphasis on important points, express feelings, or when asking a question. In order to meet</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expectations in Listening, students are expected to use eye contact and body language that demonstrates attention, repeat back what is heard in sequence, and take breaths to prepare to listen. Additionally, the materials include a Grade 2 Informative/Explanatory Writing Rubric for Lesson 35.</p>
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. In Module 2, during the New-Read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Assessment, students read pages 18-31 of <i>Journey of a Pioneer</i> and answer questions about topic-specific words and details from the story. Students use topic-specific vocabulary to form complete sentences and identify details about how characters respond to events. During the second New Read Assessment, students read pages 18-32 of <i>The Story of Johnny Appleseed</i> by Alikei and complete the Story Stones Chart. Students recount the story and identify how characters respond to major events and challenges. In Module 2, Lesson 4, the lesson includes a gradual release of supporting scaffolds for students to measure their independent abilities. Prior to writing an informative paragraph for the Focusing Question Task, the teacher guides students through answering a series of text dependent questions to explore how people, specifically the American Indians and early Americans, had an impact on the prairie. The understanding helps students determine the essential meanings of the text and prepares student to begin work on the Focusing Question Task. Teacher guidance is provided to support students by reviewing each item on the anchor chart as a class. The materials include specific questions for the scaffolds such as, “How do we create a concluding sentence?” and “How can we use the essential meaning of a text to help us complete our paragraph?” In Module 3, students participate in Socratic Seminars to explain why Martin Luther King</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Jr.'s words are powerful and explain how responding to injustice can impact the world. The Socratic Seminars support success on the End-of-Module Tasks by students analyzing and collecting evidence to answer the questions, and students demonstrating the ability to speak on topic when talking. Additionally, in Module 3, Lesson 31, gradual release of supporting scaffolds is present as students prepare to draft individual narrative paragraphs in Lesson 32. Students work in pairs to take a closer look at the actions, thoughts, and feelings of either Ruby Bridges or Sylvia Mendez. Later in the lesson, students Think-Pair-Share to answer the question, "How is planning a narrative paragraph about either Sylvia Mendez or Ruby Bridges helping you better understand how children can respond to injustice?" The gradual release of the supporting scaffolds allows for the development of skills students will need to independently write their narrative paragraphs later in the unit.</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, the Module 2 End-of-Module Tasks prompts students to write an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>informative paragraph to explain their answer to the question, “How was one legendary person different from real-life pioneers?” Guidance reminds students to include an introduction with a similarity, a topic statement, at least two clearly explained points with evidence from the text, a conclusion, and topic-specific words. Sample responses and an Informative/Explanatory Writing Rubric is provided so students know what is expected to meet expectations. In order to meet Structure expectations, students are expected to respond to all elements of the prompt, introduce the topic, provide two additional pieces of information about the topic in the middle, and provide a concluding statement or section. In order to meet Development expectations, students are expected to develop a topic with evidence from the text or texts, and provide evidence that relates to the topic and develops the point. In order to meet Style expectations, students are expected to use simple and compound sentences, and use several words and phrases relevant to the text and topic. In order to meet Conventions expectations, students are expected to show general command of grade level language standards for conventional written English. In Module 3, Lesson 14, students engage in a New Read Assessment. The teacher distributes assessment 14a and choral reads the questions on the handout. The teacher tells students to look at the task and decide</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>what they need to do for success. The teacher note states that students can decide how many times they need to reread the text and the task. The teacher hands out copies of <i>Ruby Bridges Goes to School: My True Story</i>, and students read the book and then complete the assessment independently. For differentiation, the teacher may read the text to the whole class, with a small group of students, or students can read in partners. The teacher may also audio record the text as a scaffold. If the student does not read independently, guidance notes that the teacher must take this into account when analyzing the results of the assessment. The teacher may also scribe the answer for students. Students might respond in phrases or words when appropriate. Appendix C has sample student responses.</p>
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson’s learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, during Module 1, Lesson 29 Welcome, students preview the vocabulary word “cycle”. Students begin the lesson with a Stop and Jot or Draw to show what they know or think about with the word “cycle”. During Launch, students share their knowledge of the word “cycle”. Within this lesson, students investigate the meaning of the word “cycle” and its connections to the central message of the text, <i>Sky Tree</i>. Students listen to a reread of the first and last pages of the text and Think-Pair-Share two TDQS, “How are the beginning and ending of the text similar?” and “What messages do these similarities communicate to the reader?” Students then complete a Quick Write in their Response Journals for the question “What is the central message of <i>Sky Tree</i>?” The teacher defines the word “cycle” for students and provide an illustration for student understanding. Students then Think-Pair-Share the question, “How does the word <i>cycle</i> connect to <i>Sky Tree</i>? And revise their responses as needed from the discussion. In Module 4, Lesson 1, students engage in pre-reading activities to engage in the knowledge at hand in connected collections of text. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher displays the Module 4 texts around the classroom as students are paired and given sticky notes to document what they wonder and what they notice. After the pairs engage in a Gallery Walk to identify observations and questions, the class comes back together and shares their thoughts until several key ideas have emerged. In Module 4, Lesson 2, the teacher distributes <i>The Digestive System</i> by Christine Taylor-Butler. The teacher reads aloud the title and reminds students of the gallery walk of this text in Lesson 1. Students identify if this text is literary or informational and discuss various questions, such as, “How does this book look different than other informational texts you have read? and “How does this book look similar to other informational texts you have read?”</p>
	<p>Required 8b) Materials 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 do not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials 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. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module’s knowledge building and goals. For example, during Module 2, The American West, students read stories and informational texts to build knowledge on the American West. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>develop an understanding of how the lives of people and nature are interconnected and build vocabulary related to the Great Plains, the Native Americans, the pioneers, and life on the prairies. Students practice finding major events and details in informational and multi-paragraph texts and read stories to determine how characters respond to challenges and to identify underlying life lessons. Students learn about legends and practice comparing two different versions of the same story. During Module 2, Lesson 3, students read <i>Buffalo Dusk</i> and use Response Cards with Icons to make connections. Students choose two cards they believe are connected and share those connections with partners. While continuing to read, the teacher asks and the students answer text-dependent questions to support students in identifying connections. In Lesson 23, reading strategies support comprehension of Johnny Appleseed and focus on building knowledge and insight. During the Learn section of the lesson, students reread specific excerpts of the text to answer text-dependent questions. Students reread pages 14-15 and then engage in a discussion to answer the following questions: “What do we learn about John Chapman from his contest with the woodsmen?” and “Come up with one word that describes John Chapman during this event.” Students use these discussions to guide them in conducting research and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>writing their informative paragraphs later in the lesson.</p> <p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author’s choices. For example, in Module 1, Lesson 28, students identify the change of seasons. In pairs, students reread <i>Sky Tree</i> and place sticky flags on sentences with the words winter, spring, summer or autumn. The teacher asks students “What does the sentence mean?” and “What season does the page describe?” During Module 2, Lesson 17, students review the vocabulary words, “drought” and “restore”. The teacher rereads page 11 and shows the illustrations on pages 26-27 to the students and asks the TDQ, “If drought cause the earth to <i>wither, crumble, and erode</i> and we understand that it can be restored, what do you think restore means?”. Students discuss what they think restore means and write the word in their Vocabulary Journals. Additionally, students listen to a second read of sections of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text to identify story elements, add details to a Story Stones Chart, and order the events on a Story Timeline. In Module 4, Lesson 18, the Examine Organization and Author’s Purpose section of the lesson integrates rereading and discussion into text-specific inquiry while attending to specific author’s choices. The teacher rereads pages 3 and 31 with expression and guides students through a series of questions to discuss the author's purpose and reminds students that headings are used to group ideas. Students identify how the author grouped ideas and how the sections are different but still connected with the topic of vegetables. The class then rereads pages 4-20 and pages 21 to the end of <i>The Vegetables We Eat</i> while answering the provided text dependent questions.</p>
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p>Yes</p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, Module 1 Writing Goals include the following: writing informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion, organizing and choosing text evidence to respond to a prompt, and revising and strengthening</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>writing. Students develop the ability to draft an informative paragraph by collecting and recording evidence, taking notes, writing, providing feedback, and receiving feedback. Students practice writing topic statements, adding evidence to support their topic, and close with strong conclusions. For example, in Lesson 5, students experiment with topic statements. Students begin by listening to a read aloud of a sample paragraph and students discuss what they notice about the paragraph. From there, students identify the essential meaning of the text and as a class create a topic statement. Then, students individually create a topic statement for the same paragraph. A scaffold is provided in the Teacher’s Edition for students who may need additional support with creating a topic statement, “work collaboratively within pairs or small groups to draft the missing part. Provide a sentence frame for students.” In Module 3, Lesson 7, students engage in a Think-Pair-Share as they share observations and develop questions about what they noticed as they read. Pairs use the Question Cube to generate at least one question from each of them about the text, <i>I Have a Dream</i>. In a whole group, students share questions they believe can be answered by looking closely at the text. The Teacher’s Edition states guidance for differentiation for this portion of the lesson, “If students are ready for an extra challenge, have them generate at least one question that starts with why or how. Remind</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 8e) 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>	<p>Yes</p>	<p>students that questions that start with these words are often more complicated to answer. These questions can often help students dig deeply into the text.”</p> <p>Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module’s key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the standards addressed and the goals students will achieve throughout the module. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	Required 8f) Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level using an accelerating learning approach ¹⁴ . The language in which	Yes	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include

¹⁴ **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>		<p>recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, during Module 1, Lesson 8, Learn, students record evidence from the text, <i>How Do You Know It's Fall?</i> Students complete an Evidence Organizer Chart surrounding how weather changes, what's the impact of weather changing and where is the evidence in the text for three categories, people, plants and animals. A scaffold for this portion of the lesson suggests that the teacher use plants as the model and assign people and animals to pairs. For an extension, teacher guidance suggests that teachers should use the Jigsaw instructional routine to pair students who searched for the same category to compare answers. In Module 2, Lesson 1, the teacher shows a short video of <i>Buffalo Dusk</i>, the Teacher Note explains that the video will help all readers see the vocabulary in the poem. The guidance specifically speaks to English Learners gaining a deeper understanding of the vocabulary in <i>The Buffalo Are Back</i> as a result of watching the video. In Lesson 16 Learn, students Notice and Wonder using <i>The Legend of the Bluebonnet</i>. The Differentiation suggestion notes that the teacher should provide sticky notes with sentence frames for students</p>

connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>who may have difficulty getting started. In Module 4, Lesson 20, Next Steps shows a clear connection between diagnosed needs and support by providing guidance for supporting struggling students. The guidance suggests that teachers should use the recipes at the back of the next text, <i>Good Enough to Eat</i> to reinforce how steps in a process work as they encourage students to use temporal words to show connections. The guidance also suggests that the teacher should allow students to practice with familiar classroom routines by identifying their steps and corresponding details. In Lesson 33, students write and reflect on their new understandings about the words change and choice. Sentence frames are posted for students to complete in their Response Journal which state, “I can choose to make a change in my world. I will ____. I can make good choices for myself. I will ____.”</p>
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.”</p> <p>For example, pacing guidance for Module 3, Lesson 29 suggests 7 minutes for Welcome, 1 minute for Launch, 62 minutes for Learn, 4 minutes for Land, and 1 minute for Wrap for a total of 75 minutes for the core lesson and an additional 15 minutes for the Deep Dive.</p>

FINAL EVALUATION
Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.
Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.
Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality¹⁵	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of

¹⁵ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>content, language, and writing that is produced by experts in various disciplines. Materials do 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. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.</p>
	2. Text-Dependent Questions	Yes	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. 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.</p>
	3. Coherence of Tasks	Yes	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, 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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			critical to the meaning of texts measured by Criteria 1 and 2.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)¹⁶	4. Foundational Skills ¹⁷	Yes	<p>Materials provide and follow a logical 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. Materials provide systematic and explicit phonics instruction. Resources and/or texts provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including pronunciation, spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and regular practice in encoding the sound-symbol relationships of English. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students</p>

¹⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁷ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills support.
III. Additional Criteria of Superior Quality ¹⁸	5. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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.

¹⁸ Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments	Yes	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials 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. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: Tier 1, Exemplifies quality			



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: Wit & Wisdom with Really Great Reading

Grade: 3

Publisher: Great Minds PBC

Copyright: 2023

Overall Rating: Tier 1, Exemplifies quality

Tier 1, Tier 2, Tier 3 Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-negotiable)	
2. Text-Dependent Questions (Non-negotiable)	
3. Coherence of Tasks (Non-negotiable)	
4. Foundational Skills (Non-negotiable)	
5. Range and Volume of Texts	
6. Writing to Sources, Speaking and Listening, and Language	
7. Assessments	
8. Scaffolding and Support	

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.



To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**³ Indicators of Superior Quality for each **Non-negotiable** Criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criteria 2 and 3. For grades K-5, materials must meet all of the **Non-negotiable** Criteria 1-3 in order for the review to continue to Section II⁴ and all of the **Non-negotiable** Criteria 1-4 to continue to Section III. For grades 6-12, materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to Section III.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue.

If all Non-negotiable Criteria are met, then continue to **Section III: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

Tier 1 ratings receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality.

Tier 2 ratings receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality.

Tier 3 ratings receive a “No” for at least one of the Non-negotiable Criteria.

³ **Required Indicators of Superior Quality** are labeled “Required” and shaded yellow. Remaining indicators that are shaded white are included to provide additional information to aid in material selection and do not affect tiered rating.

⁴ For grades K-5: Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-3. Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with texts more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide text that is appropriately complex for the identified grade level according to the requirement outlined in the standards. Core texts placed within the four modules include twelve informational picture books, seven literary picture books as well as a selection of paintings and photography. These core texts are centered around a single theme per module. Ten of the nineteen core texts fall within the Grade 3 Lexile band, 420L to 820L. The remaining nine texts extend past the Grade 3 Lexile band, but offer knowledge that is built throughout the module through adult-directed support and audio recordings of the text. Students use the on-level texts to build on their knowledge of the module topic, as well. In Module 1, students engage with the informational picture book, <i>Giant Squid: Searching for a Sea Monster</i> by Mary M. Cerullo and Clyde F.E. Roper. This engaging, highly informative book is “more complex, both in terms of sentence structure and vocabulary, than the language demands of other module texts.” Although the text is complex for Grade 3 with a Lexile level of 1090, “the students’ module long focus on text features allow students to access this text as well as their growing knowledge to support their comprehension.” Students use</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the knowledge they build throughout the module to analyze this informational text and culminate their work. In Module 2, students engage with the informational narrative, <i>Moonshot</i> by Brian Floca. This text does not require any prior knowledge and most of the vocabulary is clear and age appropriate falling within the Lexile grade band 420L to 820L with a qualitative rating of 780L. This text builds knowledge needed to independently understand the text <i>One Giant Leap</i> in subsequent lessons. In Module 3, students are introduced to the literary picture book <i>Grandfather's Journey</i> (650L) by Allen Say. The qualitative analysis states that the language demands for this text are appropriate for instructional reading and the illustrations support the complex language. Students may also require some background knowledge of World War II in order to understand the text. The remaining texts in this module fall between 630L and 890L. In Module 4, students read another literary picture book by Allen Say, <i>Emma's Rug</i> (450L). This core text requires little to no prior knowledge from students. The language is simple and opens the module with a story in which students may relate to and allows access to narratives about famous artists. Overall, core and supporting texts are appropriately complex. Modules provide practice with on-level and above-level texts. These reading opportunities promote challenging knowledge and language demands while remaining</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			accessible to students with the assistance of a teacher. Students are guided through a wide range of activities to analyze texts and gain full comprehension of their purpose to demonstrate mastery in the end of module tasks.
	<p>Required 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality 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>At least 90% of provided texts are of publishable quality 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. Literary and informational texts following module themes are presented throughout the year. Multiple core texts within the module are critically acclaimed pieces of writing or have been written by award-winning authors. Anchor texts explore a variety of topics including ocean, space, art, immigration, poetry, fables, and mythology. For example, in Module 1, <i>The Sea</i>, students read <i>Amos & Boris</i> by Caldecott Medal-winning author William Steig. William Steig tells the story of “heroic rescues and unlikely but undying friendships.” Students also read <i>Giant Squid: Searching for a Sea Monster</i> by Mary M. Cerullo and Clyde F.E. Roper. Published in 2012 by Capstone Press This informative text “tells the story of Clyde Roper, a scientist who searched for giant squids.” These two texts work together so students can develop their understanding of the sea. Other core texts included in this</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>module are pieces of artwork such as, <i>The Great Wave</i> by Katsushika Hokusai and <i>The Gulf Stream</i> by Winslow Homer. In Module 2, Outerspace, students read the Caldecott award-winning biography of Galileo, <i>Starry Messenger: Galileo Galilei</i> by Peter Sis which “provides a brief yet rich introduction to the life and work of a pivotal figure in the history of science.” Students also engage with the text <i>Ashura</i> by Chris Van Allsburg, a Caldecott award-winning author. This text tells the story of two brothers on an intergalactic journey. The remaining two core texts for this module <i>Moonshot</i> by Brian Floca and <i>One Giant Leap</i> by Robert Burleigh, which are also written by award winning authors. In Module 3, A New Home, texts are centered around the theme of immigration. Within this module, students read two literary picture books <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> by Allen Say, a Caldecott Award winning author. The text <i>Grandfather’s Journey</i> tells the story of Grandfather’s love for two places at once and also won the Caldecott Award. <i>Tea with Milk</i> tells the story of Masako and how she adapts to a different culture. Students also read the informational text, <i>Coming to America: The Story of Immigration</i> by Betsy Maestro, and the literacy text, <i>The Keeping Quilt</i> by Patricia Polacco, which “recounts the story of a Russian Jewish family’s arrival and assimilation in the United States.” This text is the winner of the Sydney Taylor Book</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Award. Lastly, in Module 4, Artist Make Art, the biography of William Carlos Williams, <i>A River of Words: The Story of William Carlos Williams</i> by Jen Bryant. The biography describes his boyhood and adulthood and has received many honors such as the 2009 Caldecott Honor Book and New York Times Best Illustrated Children’s Book due to Melissa Sweet’s illustrations.
	<p>Required</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> 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 texts. Texts 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 across a unit of study. 	Yes	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. Each of the four modules includes an Essential Question that students answer by the end of the module. In order to answer the Essential Questions, students progress through the lessons within the Focusing Question Arcs. Modules include one or more core texts, one or more works of visual art, and a set of supplementary texts. Connected texts within each module are selected to build knowledge and understanding of the theme and also vary in complexity. The selected core texts for each learning module are based on their content, as well as their literary artistry. Core texts provide the anchor pieces of each module’s Knowledge Puzzle. In Module 1, <i>The Sea</i> , students explore ocean life and the many ways humans choose to explore the sea. As students learn about the ocean, they also discover how authors and poets “explore

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the sea through words and images.” In Lesson 1, students read aloud the poem, <i>The Sea Wind</i> by Sarah Teasdale. The teacher introduces a two column Notice and Wonder chart for students to create in their Response Journals. Students use this chart to analyze and annotate <i>The Sea Wind</i>, identifying what they notice and wonder within the poem. In Lesson 2, students use the same analyzing skills they learned in Lesson 1 to Notice Elements of Art in the painting <i>The Great Wave</i> by Katsushika Hokusai. Adjusting the two column Notice and Wonder chart to a three column, I See, I Think, I Wonder chart, students record their thoughts about the painting. Students acquire domain-specific vocabulary. Finally, in Lesson 4, students use their acquired analyzing skills and vocabulary to read and annotate the core text, <i>Amos & Boris</i> by William Steig. Students work in partners to reread the text and complete a See-Think - Wonder chart. Module 3, A New Home, begins with Focusing Question Arc 1, “What challenges do immigrants face in a new country?” which spans across Lessons 1-15. Within this Arc, students read the core texts, <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> both written by Allen Say. Students work with these two interconnected texts to compare themes of immigration and family stories. They first work with each text independently by analyzing the different story elements and the plot. Then, students use both texts to complete the Assessment</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			12A: Focusing Question Task 1, where students “write an essay explaining one important similarity and one important difference between the immigration experiences of the two main characters of the 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>	Yes	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful reading throughout the unit of study. These texts are revisited as needed to support knowledge and build vocabulary. Students practice and explore vocabulary from all theme-related text. Throughout the materials, students revisit texts during lesson Arcs, as well as during the end of module tasks. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering and expressing understanding through verbal or written expression. Each module has a clear complex text progression using a gradual release model. Students have the opportunity to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection. For example, in Module 2, Lesson 14, students reread <i>Moonshot</i> by Brian Floca. The lesson begins with students rereading pages 2-3 and 40-41, noting similarities and differences. The teacher leads a discussion, asking students, “How do the beginning and ending pages of <i>Moonshot</i> add to your understanding of the Apollo 11 mission?” Students then reread <i>Moonshot</i> in pairs,</p>

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			<p>analyzing the main events and how they fit with the ideas they just discussed from the beginning and conclusion of <i>Moonshot</i>. After rereading <i>Moonshot</i> with a partner, each student sketches and labels one key event from the Apollo 11 mission. The lesson concludes with students using their Response Journals to recount three important events from <i>Moonshot</i>. In Module 4, Focusing Question Arc 2, Lessons 10-16, students explore the informational text, <i>A River of Words: The Story of William Carlos Williams</i> by Jen Bryant. The Arc begins with the teacher reading aloud <i>A River of Words</i>, defining words that students need to know. Then students reread lines 7-12 from page 11 and answer the following Text Dependent Question, “How does Willie’s description of the things he wants to write about clarify the meaning of the word ordinary?” Students also reread page 16 and answer two related text-dependent questions. In Lesson 13, students revisit <i>A River of Words</i> and work in pairs to reread pages 4-14 and 15-27. While rereading these pages, students answer questions such as, “What evidence does Jen Bryant provide to suggest that Williams would grow up to be an artist?” and “What clues does the author give that Williams would have another job in addition to being an artist when he grew up?” Students’ work with this core text to build knowledge and answer the Focusing Question, “How do artists make art?” In Lesson 17, students begin to complete</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Assessment 16A: Focusing Question Task 2 in which they “write a well-constructed paragraph that explains how William Carlos Williams creates poetry.”
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>2a) A large majority of questions in the materials are text dependent and text specific supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. In each module, students answer a variety of Text Dependent Questions (TDQs) in groups, pairs and whole group discussions and students support their answers with evidence from texts. The majority of the tasks within the modules require students to use text based evidence as well. Throughout the materials, text-dependent questions are prescribed daily whether verbally or within written responses. Students have a variety of verbal response opportunities such as whole group, small group, or in partner discussion settings. Students consistently build knowledge within their response journals by expressing their understanding. These response journals are reviewed by the teacher daily and utilized by the student for the end of module writing. Text dependent questions are aligned with module focus throughout. In Module 3, Lesson 15 students complete Assessment 15A: New-Read Assessment 1. They read the story, “Two Places to Call Home” by Jody Kapp and answer both text-dependent questions and text-specific questions such as, “Who is the narrator of the story?” and “What does the narrator mean by saying, ‘Today I’m going</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>home' in Paragraph 1?" Students use the skill of analyzing characters and story elements that they learned in prior lessons. In Module 4, Lesson 21, students work to answer the Focusing Question, "What are some character traits of artists?" and the Content Framing Question, "What's happening in Action Jackson?" Students read the informational core text <i>Action Jackson</i> by Jan Greenberg and Sandra Jordan and examine how the authors organized the text. During the lesson, students reread page 16 of <i>Action Jackson</i> and then participate in a Think-Pair-Share with their partner answering the following TDQs, "When did Jackson see Native American sand painter?" "What is the effect of drawing attention to an event in Jackson Pollock's childhood while describing his work as an adult?" and "What evidence helps you identify Action Jackson's genre?" After discussing the question with their partner, students complete a three-column chart and use the chart to review the time-spans that several authors including Jan Greenberg and Sandra Jordan chose to include in their books.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>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. The materials provide support to help students succeed in tackling complex topics and texts through reading,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>writing, and discussions. The language used in the questions and tasks is in accordance with the standards of the grade level. The Louisiana Student Standards for English Language Arts is referenced for each grade level. For example, in Module 1, Lesson 4, students annotate <i>Amos & Boris</i> to record what they notice, think, and wonder (RL 3.1). In Lesson 15, students identify the topic of a group of related ideas from the text <i>The Fantastic Undersea Life of Jacques Cousteau</i> by Dan Yaccarino and explain how the illustrations aid in comprehension (RI.3.7, W.3.2). In Module 4, Lesson 22, students consider the Content Framing Question, “What does a deeper exploration of Jackson Pollock’s own words reveal about the artist?” Students determine what Jackson Pollock’s own words within the text reveal about him by choosing a new nickname for Pollock and explain how a quotation relates to the new nickname (RI.3.1). Throughout the lesson, in pairs, students review the text <i>Action Jackson</i> and analyze direct quotations from Pollock. During the Land, students work in pairs once again to discuss how Pollock’s words deepen their understanding of the artist. Students choose one quotation and create a new nickname for Pollock.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide</p>	<p>Required 3a) 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.</p>	<p>Yes</p>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>Students consistently engage in content stages that are coherently sequenced to promote understanding and build the skills necessary to express thoughtful text analysis through spoken and written responses. Module lessons follow five content stages, building knowledge to answer the overall module Focus Question. Students participate in the following stages when engaging with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 3, Lesson 3, students continue to build knowledge using the core text <i>Grandfather’s Journey</i> by analyzing how characters affect the plot of the story. Students complete the questions on rows 4-6 of Handout 2A: Story Elements in <i>Grandfather’s Journey</i>. The questions focus on how characters affect the plot of a story and include the following: “What makes it hard for Grandfather to get what he wants?” “How does Grandfather succeed or not succeed in getting what he wants?” and “How do Grandfather’s feelings about home and moving affect events in the story?” Students then locate evidence to support responses to each question. Students work in small groups to prepare to discuss the evidence collected and present answers to the handout questions along with text evidence to a larger group. In Module 2, Lesson 19, students listen to a read aloud of <i>One Giant Leap</i> by Robert Burleigh. Students</p>

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			<p>begin by generating a list of things they might notice while reading the new text then annotate the text for answers to the questions they created. In Lesson 20, students reread <i>One Giant Leap</i> to analyze the sequence of main events within the text. The teacher asks the question, “What do you notice about the sequence of events in <i>One Giant Leap</i>?” Then students sketch and label an event from the text. In Lessons 20-22, students practice with gathering evidence, forming opinions and using the evidence to support their thinking. In Lesson 24, students gather evidence in response to the question, “What is President Kennedy’s point of view in ‘We Choose the Moon?’ Would you have chosen to go to the moon?” Students then use the evidence gathered to participate in a Socratic Seminar. Ultimately, this discussion among peers helps students to solidify the skill of gathering evidence in order to support an opinion before they complete Focusing Question Task 2 in which they write an opinion essay answering the question, “Would like to have been an astronaut on the Apollo 11 mission?” using evidence from <i>Moonshot</i> by Brian Floca and <i>One Giant Leap</i> by Robert Burleigh.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>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. The module lesson progression allows for students to build, apply and eventually integrate knowledge to</p>

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			<p>demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills are offered during individual lessons, as well as across lesson Arcs to ensure success when interacting with complex texts. For example, in Module 4, students address the Essential Question, “What is an artist?” Students begin with a visual exploration of the text, <i>Emma’s Rug</i>, and then engage in a read and recount of the text. Students complete a story map of <i>Emma’s Rug</i> answering various TDQs, such as, “What evidence helps you identify the main character of <i>Emma’s Rug</i>?” and “How does Mother’s decision to wash <i>Emma’s rug</i> build on earlier parts of the story?” In continuing lessons, students use recounting the story and gathering evidence skills to participate in a Socratic Seminar discussing the prompt, “Do the illustrations on page 7 or the illustrations on page 21 better support a central message in <i>Emma’s rug</i>?” In Lesson 5, students notice the organization of the text, <i>Alvin Ailey</i> by Andrea Davis Pinkney. Students Think-Pair-Share four questions before participating in a whole class discussion. The Text Dependent Questions include: “Review the chapter headings in <i>Alvin Ailey</i>. How does Andrea Davis Pinkney organize the information in this book?” “What time periods did Andrea Davis Pinkney use to organize the information” “What time periods are not included in this text?” and “What is the effect of choosing to include only some time</p>

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			<p>periods in the biography?” Once the whole group discussion is complete, students work in small groups and are connected to a time period used to organize the information in the text. Students reread their assignment section and identify evidence that add to their understanding of Alvin Ailey. In Module 3, students are guided through learning activities which lead to answering the overarching Essential Question, “How do stories help us understand immigrants’ experiences?” In Lessons 1-15, students are introduced to two core texts, <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> both authored by Allen Say. Within this Focusing Question Arc, students use their knowledge of both texts to write a multi-paragraph explanatory essay comparing and contrasting both of the stories. In Lesson 12, students work to answer the Content Framing Question, “How do <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> build my knowledge?” Students work in small groups to analyze similarities and differences between the two texts. Students discuss the following questions in their small groups before sharing their answers with the class: “How are <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> similar?” and “How are <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> different?” Students use the evidence they gathered on Handout 2A and Handout 8A to analyze their evidence, highlighting similarities and differences. Once their evidence has been analyzed, students use that same evidence</p>

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	<p>Required</p> <p>3c) 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> <ul style="list-style-type: none"> • 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). 	Yes	<p>to plan their compare and contrast essay identifying one important similarity and difference between Grandfather and Masako’s experiences as immigrants.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students are offered vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. In Module 3, Lesson 1, Deep Dive, students make distinctions among the words immigrant and emigrant. Students are provided the root word migrant and its definition as well as affixes to add to their Morpheme Maps. Students refer to their definition of immigrant that they recorded earlier in Lesson 1 to analyze the difference between immigrant and emigrant, and review given text excerpts to determine whether the character is an immigrant or emigrant. The Deep Dive concludes with students writing two sentences using the</p>

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			<p>words immigrant and emigrant. In Module 2, Lesson 9, students use Frayer Models to explore context vocabulary, influence, accomplish, believed, demonstrations, from the script <i>Starry Messenger</i>. In this lesson, students participate in a Deep Dive with vocabulary found in the text. The Vocabulary Learning Goal is to identify real-life connections among the vocabulary words (L.3.5.b). In small groups, students are assigned a word from the list. Students complete a Frayer Model using a dictionary to define it, examine the characteristics of the word, and find examples and non-examples of the word. Then each group presents their word to the whole group, which concludes with a discussion on how the words are significant in the text. To synthesize their learning, students add the words to their vocabulary journal and respond to the prompt, “How did Galileo’s accomplishments about the earth’s movement influence ideas during his time?”</p> <p>In Module 4, Lesson 6, students respond to the Content Framing Question, “What does a deeper exploration of word choice reveal in Alvin Ailey?” The lesson begins with the teacher reading two sets of sentences. Students then discuss the similarities and differences between the sentences which is a difference in word choice/vocabulary. Students record the definitions of the words strolled, dawdled and crept. Students reread page 15 and make note of the figurative language within the passage then work in</p>

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			<p>small groups to identify and define verbs within their assigned passages. Once they have identified and defined verbs, students use those same skills to analyze word meanings within the final paragraph of <i>Alvin Ailey</i>. In groups, students determine the meanings of the following words, haughty, strutting, sassy and revelry. Students discuss the question, “How do the word choices in this paragraph add to your understanding of Alvin Ailey and his work?” To conclude, students identify and explain one specific word choice that creates a deeper understanding of Alvin Ailey and his work in their Response Journals.</p>
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
<p>Non-negotiable* 4. 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.</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Each of the thirty-three foundational skill units offers explicit, multi-sensory, hands-on instruction. Each unit is segmented into five daily lessons, each with a specific focus that includes the following: Oral reading, Phonemic Awareness, Phonics Concept Day One, Phonic Concept Day Two, and Student Practice. Each daily lesson is designed to be 15 to 20 minutes in length and incorporate scripted, direct, teacher-led instruction with additional time sanctioned for whole group, small group, or individual practice using a wide variety of resources. In</p>

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<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>total, students engage in foundational skills practice for approximately 75 to 100 minutes per week. For example, in Unit 5, Day 1: Oral Reading, three students read segments of the weekly fluency passage “The Moon.” While the three students read segmented sections of the passage, peers check reading fluency for four main errors, including misread words, words left out, words added, and skipped lines. Students also mark self-corrections. Students follow the same protocol during each oral reading day within the units. On Day 2: Phonemic Awareness, the teacher introduces long vowel sounds and motions with the objective of “manipulating phonemes in words by substituting the short vowel phoneme in a given word to produce new words with long vowel phonemes.” Teaching long phoneme sounds follows the same pattern, which includes the following: the teacher says the long vowel sound and explains the matching motion, the teacher demonstrates the sound and motion together, and the students practice the sound and motion aloud whole group. Based on progress throughout the lesson, students change words from short to long or long to short vowel sounds ranging from challenging (such as cub to cube, wet to wheat, flack to flake) to most challenging (such as chuck to cheek, shape to ship, cram to chrome). On Day 3: Phonics Concept Day One, students review closed syllables with the objective of identifying and reading open, single-syllable</p>

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			<p>words. Students also practice long and short vowel sounds and motions. For example, the teacher asks questions such as: “Is this syllable closed or open?” “What kind of vowel sound is in a closed syllable?” and “What type of vowel sound is in an open syllable?” Students work through a gradual release model to build nonsense words, such as che and rezo to identify open and closed syllables using a Syllaboard to segment. On Day 4: Phonics Concept Day Two, students build on this skill by working with two and three syllable words using the same routine. On Day 5: Student Practice, students use the knowledge accumulated through the week to complete activities such as marking syllables and vowels within two to three syllable words, reading aloud two to three syllable words accurately, and sorting open and closed syllable words. In Unit 12, the same learning sequence is applied. On Day One: Oral Reading, students practice fluently reading with the non-controlled text, <i>Stingrays</i>. Students have a goal of at least 98% accuracy. On Day 2: Phonemic Awareness, students review the two r-controlled vowel phonemes that they have learned in the previous unit, including /or/ and /ar/. The teacher models how to stretch words with short, long, and r-controlled vowel phonemes, such as starve and horn. Students work to substitute vowel phonemes to produce new words (e.g. cart to kite, state to start). On Day 3: Phonics Concept Day One, students learn to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>accurately read and spell one, two, and three syllable words with r-controlled vowel phoneme /or/ spelled or, our, ore, oor, or oar. Students do this by building words using Syllaboard letter tiles. For example, students build the word, door, using segmented letter tiles, d, and oor. The teacher reminds students that oor is on one letter tile as it works together to spell one vowel phoneme. On Day 4: Phonics Concept Day Two, students add to their knowledge by learning to read and spell words with a phoneme combination /ar/ spelled ar, are, air, or ear. Students complete the same Syllaboard building activities to solidify learning. Finally, on Day 5: Student Practice, students again use the knowledge accumulated to complete activities such as marking vowel phonemes with an underline, reading aloud two to three syllable words accurately using /or/ or /ar/ phonemes, and sorting words into word types (open syllable, closed syllable, vowel-consonant-e, vowel team, or r-controlled).</p>
	<p>Required *Indicator for grades K-1 only 4b) Materials provide explicit grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p>N/A</p>	<p>Not applicable to this grade level.</p>
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable to this grade level.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing⁵, MSV⁶ cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonics instruction. Within a five-day unit block, students review basic concepts from prior lessons to build upon knowledge in new contexts. Three of the five instructional days incorporate direct phonemic awareness and phonics instruction. During the remaining days, students practice these phonics skills in varying stages of gradual release. For example, in Unit 16, Day 3: Phonics Concept Day One, students review the phoneme sound /oi/ and motion, which were introduced during the previous lesson. Through gradual release, students begin to explore various words with this phoneme, such as soil and joy. The teacher follows the same Say, Repeat, Stretch, Say framework, as well as incorporating Touch and Say. Students return to identification of r-controlled phonemes by conducting a word sort. This sort has three columns to identify long vowel phonemes, r-controlled vowel phonemes, and other vowel phonemes. Afterward, students practice building words with the /oi/ vowel phoneme with words such as moist, ploy, broil, and coy using Syllabards and letter tiles. In Unit 21, Day 3: Phonics Concept Day One, students review when a vowel letter is followed by an /ng/ or /nk, referred to as a chunk. The teacher guides students with questions such as: “Which chunk is this word?” and “Which</p>

⁵ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

⁶ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sounds are spelled by the chunks ____.” Students decode practice words such as sink, blank, prong, and honk using the Touch and Say protocol. In the following lesson, students then advance to three and four syllable words using chunks such as prolonging, embankment, and hyperlinking. On Day 3 of each weekly unit, after the whole group lesson, students enter a period of Practice to Mastery and Small Group Instruction. During this time, students practice spelling unit words that follow the foundational skills being introduced. For example, in Unit 28, Day 3: Phonics Concept Day One, students identify prefixes. Students use the Split It template to practice spelling unit words, such as disagree, imperfect, conserve, inspire, and uncommon. Students listen to the word, fill in a dot for each syllable they hear, write each syllable in a box, and then write the whole word on the line. The teacher prompts the students to circle prefixes within the word to formatively assess the skill.</p>
	<p>Required *Indicator for grades K-5 only 4e) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials</p>	<p>Yes</p>	<p>Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials include supplemental decodable passages utilized within small group instruction during each unit for practice with both fluency and the weekly phonics skills. Unit planners</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>do not require or encourage three-cueing⁷, MSV⁸ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		<p>provide a set twenty-minute, small group decodable reader routine for each day of the week. To begin the week, students review and reread the previous unit's decodable text. Once learning new phonics patterns and foundational skills on Day 3, students are then given the new unit decodable reader as a cold read to assess automaticity. On Day 4, students build and spell words from the text to review patterns, as well as complete a practice read. On Day 5, students complete a warm read in which they focus on fluency skills such as expression, rate, and accuracy. For example, in Unit 24, Day 3: Phonics Concept Day 1, students enter a period of Practice to Mastery and Small Group Instruction at the end of the lesson. Teacher guidance states, "Have students complete a cold read of the Unit 24 decodable passage: 'The Challenge'". Have them track their accuracy percentage on the tracking chart." Using the tracker, students are able to self-monitor their mistakes or errors, with a partner and calculate their Words Correct Per Minute. Types of errors include misreading words, omitting words, adding words, and skipping lines. Opportunities for self-correction are not based on three-cueing, MSV cues, or visual memory. The student fluency goal is to achieve 98% accuracy. For students who do not achieve this goal, positive error</p>

⁷ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

⁸ **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>correction is recommended through the use of the Touch and Say decoding method. Students utilize letter tiles to build the word, review the sounds that were correct, touch the tile of the sound that was incorrect and try again, and finally reread the word/sentence that was misread. Once the cold read is complete, students then enter small group instruction in which weekly phonics skills are addressed. For example, in Unit 24, students identify, use, and manipulate two to three syllable words with hard and soft C and G sounds. The decodable passage, "The Challenge," offers students the opportunity to use these words authentically. Example words include Cindy, grocery, gym, gentle, cement, confidence, bicycle, and celebrated. Students continue to work with this decodable passage in small groups throughout the remainder of the week to sort, build, and manipulate these words with Syllaboards and writing. On Day 4: Phonics Concept Day 2, students are offered more challenging words using these hard and soft sounds, such as volcanic, luggage, tolerance, galaxy, and policy, as they continue to investigate patterns.</p>
	<p>Required *Indicator for grades K-5 only 4f) 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/or informational texts with accuracy, rate appropriate to the text, and expression.</p>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Among the thirty-three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials do not require or encourage three-cueing⁹, MSV¹⁰ cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>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>foundational units, fluency lessons are built into each weekly instructional plan. Students begin the week by reading a non-controlled fluency passage aloud for one minute through either a whole group or paired reading framework. The Unit 2 Teacher Manual states, “Oral reading fluency passages are leveled according to their Flesh-Kincaid readability scores. As the lessons progress, the readability of the passages increases. The passage texts are not decodable or controlled in any way and are similar to texts students might read in content classes.” The primary focus of these fluency reads is to self-monitor errors, as well as maintain 98% accuracy as lessons progress. Teachers utilize the same protocol for each fluency read which is as follows: activate prior knowledge of the topic, complete oral fluency read to mark errors, calculate words correct per minute, and independent silent read to answer text-dependent comprehension questions. During the first four units, students practice marking errors such as misread words, words left out, words added, skipped lines, and self-corrections through teacher modeling and peer whole group reading. Once successful with markings and calculation, students move to partner reading. For example, in Unit 9, Day 1: Oral Reading, students read the fluency passage</p>

⁹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹⁰ **MSV:** Meaning, Structure, and Visual cues

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			<p>“Comets.” One student, or the teacher, begins by reading the Reader 1 section aloud. Students practice marking errors during this time and calculate the first reader’s words correct per minute in their workbook. Paired reading begins at the sections marked Reader 2. Students swap workbooks to mark errors and read for one minute each. Once students have calculated scores, the opportunity is given to discuss strengths and weaknesses, and practice reading aloud areas of difficulty again. Once complete, students silently read the passage and “Investigate the Text” performing the following tasks: “Underline the sentence that explains why comets can be called ‘dirty snowballs.’” and “Underline the sentence that tells what a comet's tail is made up of.”</p>
	<p>Required *Indicator for grades K-5 only</p> <p>4g) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> 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, 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 suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	<p>Yes</p>	<p>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. Each unit builds upon fundamental grade level skills week by week. Within each week, students undergo ample explicit instruction, as well as participate in activities that offer practical strategies for multisyllabic decoding and encoding. Based on the thirty-three unit scope and sequence, students explore fluently reading single-syllable and multisyllabic words with short vowels, digraphs, trigraphs, 2- and 3- sound blends, digraph blends, short vowel spelling</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>patterns, open syllables, vowel-consonant-e, and vowel teams. Students participate in exercises such as Finger-Stretch Phonemes, Touch and Say, Build a Word, and Dissect a Word. For example, in Unit 3, Day 2: Phonemic Awareness, along with reviewing short vowel phonemes and sound motions, students receive explicit instruction on Finger Stretch phoneme segmenting and short vowel identification with words such as trap, strap, bent, twist, and crunch. In Unit 10, Day 2: Phonemic Awareness, students add to this Finger Stretch segmenting procedure by reviewing short and long vowel phonemes. The teacher explicitly instructs students on segmenting short and long vowel phonemes using the Finger Stretch method. For example, the Teacher Manual states, “Say: I will stretch a word for you. The word is Brave. Repeat Brave with a closed fist to chest. Stretch the word brave by phoneme beginning with the thumb. Say: Brave has four phonemes. The vowel phoneme is (long vowel A sound with motion.)” The teacher also models phoneme addition and deletion to manipulate multisyllabic words. The Teacher Manual states, “I am going to say a word. I need you to listen carefully because I am going to add a phoneme to the beginning of the word. My word is ‘eve.’ I am going to add the phoneme /w/ to the beginning of the word eve. The new word is now Weave. Let’s make another new word together by adding a phoneme to the end.” In Unit 15, Day 4:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Phonic Concept Day 2, students use the Finger-Stretch, Touch and Say, as well as the Build a Word procedures to review words with the other vowel phoneme /oo/ such as pursue. The teacher first says the word aloud, and students then repeat the word while finger stretching each phoneme. Students then repeat the word again placing one color tile for each phoneme sound on their Syllaboard. After saying each sound, students place letter tiles under color tiles to spell the word. Students can then mark up the word by underlining the r-controlled vowel (ur) and the vowel team (ue). Other words include rumor, chewy, brutal, and absolute.</p>
	<p>Required *Indicator for grades K-2 only 4h) 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 includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing¹¹, MSV¹² cues, or visual memory for word recognition.</p>	<p>Yes</p>	<p>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 includes attention to invented spelling as appropriate for its diagnostic value. Among all thirty-three foundational units, as well as prior, students are assessed in both summative and formative manners. Really Great Reading offers Diagnostic Decoding Surveys (DDS) as one-on-one assessments of phonics skills for struggling readers from second grade through adulthood. These surveys can be administered in five to seven minutes per student. The Diagnostic</p>

¹¹ **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues.

¹² **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Decoding Surveys are comprised of two separate surveys, including the Beginning Decoding Survey (BDS) and the Advanced Decoding Survey (ADS). The Introduction Teacher Manual states, “The BDS can be used with students in the beginning of second grade and assesses a student’s ability to read high-frequency words, as well as single syllable words with short vowel sounds, digraphs, and two sound consonant blends.” The ADS assesses more advanced phonics skills that can be used with students in the middle of second grade and beyond. These skills include decoding single-syllable words with more advanced phonics patterns (such as three consonant blends, and trigraphs), single-syllable words with advanced vowel patterns, and real and nonsense multisyllabic words. Beginning, middle, and end of year surveys are available to utilize as benchmarks. Scores are manually entered into the Grouping Matrix Tool to provide the appropriate level of instruction. Teacher guidance also recommends administering a timed one-minute fluency as another point of data. Teachers also have the ability to assign baseline beginning, middle, and end of program assessments through the online Reading Playground. This is done primarily for students who score lower than 75% on diagnostic surveys. Teachers formatively assess and progress monitor using Practice to Mastery activities, as well as activities completed within the online Reading</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Playground. Three Reading Playground games from each unit are used as formative assessments. These games inform the teacher of appropriate next steps as Reading Playground online reporting is detailed. For example, in Unit 30, Day 5: Student Practice, a cumulative review of suffixes and prefixes in two, three, and four syllable words is assigned to students through the online Reading Playground platform. Students sort words into four groups: prefix, suffix, both, or neither. Word examples include erosion, workstation, pretreatment, unhelpful, leashes, impair, and sleepless. Benchmark scoring for all unit activities is as follows: 80% and above - Nearing Proficiency, 60-79% - Practice, and 59% and below - Reteach. Oral decoding progress monitoring is assigned digitally after every three units. Students verbally record their responses, one-on-one with the teacher. All data is collected within the Reading Playground dashboard. Information on data-driven, next-step recommendations is found in the Formative Assessment Guide. These recommendations are completed during the small group instructional block.</p>
	<p>Required *Indicator for grades K-5 only 4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	<p>Yes</p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. The thirty-three foundational skill units include comprehensive materials to facilitate a multisensory approach to instruction, including visual, auditory, tactile,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and kinesthetic opportunities. The following materials are included in the program: Teacher Guide One (Units 1-10), Teacher Guide Two (11-20), Teacher Guide Three (Units 21-33), Student Workbook One (Units 1-20), Student Workbook Two (Units 21-33), Reading/Vocabulary Online Playground, Letter Tiles, Color Tiles, and Syllabards. Each of these items is referenced within logically organized teacher manuals and is utilized to support a wide range of student needs. The manual is organized by unit. Within each unit is a unit planner and weekly learning plan to support word study and spelling patterns. Each week is further divided by day. Each day includes a daily plan overview containing a combination of the following: Direct Instruction (15-20 minutes), Practice to Mastery (5-10 minutes), Small Group Instruction (10-20 minutes), and Independent Practice (30-40 minutes weekly). Within unit manuals, teachers are provided with What You Need to Know sections. For example, in Unit 11, Day 2: Phonemic Awareness, guidance states, "In this phonemic awareness lesson, students will learn to listen for the first two r-controlled vowel phonemes /or/ and /ar/ without associating these phonemes with letters." The materials provide teachers with a synopsis of best practices and examples to fully understand the concepts prior to teaching. Objectives and directions are clear. All materials are easily accessible to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students and are reviewed extensively through consistent routines and procedures.
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) 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> <ul style="list-style-type: none"> • The majority of informational texts have an informational text structure. • In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	<p>Yes</p>	<p>Materials seek a balance in instructional time between literature and informational texts. Core texts placed within the four modules include three pieces of art, twelve informational texts, seven literary texts, two photos, three architectural pieces and four paintings. Students engage in lengthy interactions with texts to ensure gradual release and understanding of key skills occur when engaging with the specific genre. Student text interaction stays in the range of ten lessons. This average is based solely on instructional time in which students are working within the text selection. In Module 2, students engage with a variety of informational and literary texts centered around the theme of outer space, to answer the Essential Question, “How do people learn about space?” Students begin the module by previewing the module texts, making note of connections between the titles and cover illustrations as well as connections among the different books. In a nine lesson text exploration, students build knowledge of outer space with their analysis of the informational text <i>Starry Messenger</i> by Peter Sis and the journal article, “Galileo’s Starry Night” by Kelly Terwilliger. Students use the two texts to conclude the first Focusing Question Arc and complete Focusing Question Task 1, writing an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explanatory essay that explains to families how Galileo helped people learn about space. The texts within this module are rich in vocabulary and content. Texts are characterized by their plot complexity, use of language and literary devices, and high-quality illustrations. In Module 1, students interact with a variety of texts, including three pieces of art, four informational picture books and one literary picture book. Students begin the module by analyzing word choice in the supplementary text, “The Sea Wind” by Sara Teasdale. Analyzing this poem allows students to gain understanding of the sea and how artists explore the sea. Through word choice and identifying the central message within paintings, students proceed to work with the text, <i>Amos & Boris</i> by William Steig, conducting a deeper exploration of the word choices and illustrations within the text. Students then complete Focusing Question Task 1 in Lesson 9 where they choose one of the core texts, identify a central message within the text and explain how the author, poet, or artist uses details to express a central message.</p>
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p>Yes</p>	<p>Materials include print and non-print texts of different formats and lengths. Each of the modules provide a wide range of core and supplemental material through varied platforms. For example, in Module 1, students read the core texts, <i>Amos & Boris</i>, a literary picture book by William Steig, as well as a variety of informational picture</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>books such as, <i>Shark Attack!</i> by Cathy East Dubowski and <i>The Fantastic Undersea Life of Jacques Cousteau</i> by Dan Yaccarino. Among the list of core texts are also four pieces of artwork, <i>The Great Wave</i> by Katushika Hokusai, <i>The Boating Party</i> by Mary Cassatt, and <i>The Gulf Stream</i> by Winslow Homer. Students read these texts to provide the foundation for the module. Students also read and analyze a variety of supplementary texts in varying formats, including, the film “Why the Ocean Matters;” the poem “The Sea Wind” by Sara Teasdale; the story “The Lion and the Mouse” from Aesop’s Fables; and the National Aquarium website showing a virtual tour of the National Aquarium in Baltimore, MD. In Module 4, students read <i>Emma’s Rug</i>, by Allen Say, a literary text about “a girl who realizes her artistic abilities and her love of art aren’t tied to an object, but are found within her.” Other core texts within this module include four informational picture books, <i>Alvin Ailey, A River of Words: The Story of William Carlos Williams, Action Jackson</i> and <i>When Marian Sang</i>; two paintings by Charles Demuth, <i>I Saw the Figure 5 in Gold</i> and <i>My Egypt</i>; and two Jackson Pollock paintings, <i>Number 1, 1950 (Lavender Mist)</i> and <i>Number 11, 1952 (Blue Poles)</i>. The additional supplementary materials vary in format, length, structure and purpose. These supplemental materials include, one poem, two articles, one excerpt of an interview transcript, one painting, two</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			photographs, three examples of multimedia, and seven videos.
	<p>5c) 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>	<p>Yes</p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. After each lesson, teachers are prompted to Wrap the lesson by assigning homework. Students are tasked with fluency practice each night using excerpts from core texts and can also choose to select a book from the Volume of Reading List provided to add to their understanding. As an example for fluency, in the teacher materials for Module 1, Lesson 10 it states, "Distribute and review Handout 10A: Fluency Homework. Review the elements of fluent reading on the Fluency Anchor Chart. Echo read the fluency passage, reviewing words that might pose difficulty such as phytoplankton and lure." Over the next three lessons, teachers end each lesson by assigning fluency homework, Students read the fluency passage three to five times aloud focusing on various different elements of fluency, such as, accuracy, phrasing, expression, volume and pace. Students complete Handout 1B: Independent Reading Log once they have completed the homework. For independent reading, in the teacher materials for Module 1, in Appendix</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>D: Volume of Reading it states, “Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of independent and/or choice reading program.” While reading, students follow a similar sequence of Wonder, Organize, Reveal, Distill, Know and Vocabulary with Reflection Tasks to complete. Within Module 1, students are given a selection of three biographies, two picture books, one literary and the other information as well as nine technical accounts ranging from 590L to 1170L. Again, fluency practice is assigned each night; however, this can be done in tandem if the teacher, or student, so chooses. Within student materials, parents are provided a Tip Sheet which provides parents and families the module overview, questions to ask at home, ideas for speaking about the module content, as well as the Volume of Reading list.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p>	<p>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</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each module, students are provided opportunities such as informal peer conversations, genre writing, Socratic Seminars, and module focus writing to demonstrate understanding. For example, in Module 3, Lesson 10, students reread an excerpt from <i>Tea with Honey</i> by Allen Say and answer the questions, “What does</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	to engage effectively, as determined by the grade-level standards. ¹³		<p>Joseph say he needs to be happy somewhere?” and “What does May say she needs to be happy somewhere?” Students work in small groups to find three pieces of evidence to show Masako’s point of view about living in Japan. As a class, groups share their evidence to the question, “What caused Masako to decide to stay in Japan?” After gathering evidence, students participate in a Socratic Seminar with the following prompt, “Did Masako make a good decision when she chose to stay in Japan? Why or why not?” This seminar is presented as a twenty-five-minute task and goal setting is encouraged. In Module 2, Lesson 5, as a class, the students reread pages 3-4 of <i>Starry Messenger</i> by Peter Sis. Students Think-Pair-Share their answers to six TDQs and also add the vocabulary word doubt to their vocabulary journals. Students think aloud about the relationship among the events described on pages 3-4, noting whether the event is a cause or effect. At the end of the lesson, students use the skills learned during the lesson to explain the effects of Galileo building a telescope and also how it set in motion a series of other events. Students discuss and create a chain of cause and effect relationships by orally building on the statement of the previous students in a Whip Around protocol. In Module 1, Lesson 2, students examine the Craft Question, “Why is a topic statement</p>

¹³ Technology and digital media may be used, when appropriate, to support the standards addressed in this indicator.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>important?” The teacher begins by asking the class, “What do you know about topic statements?” Students then record the prompt, “What is the focal point in The Great Wave?” in their Response Journals. The teacher uses the Painted Paragraph Strategy to model for students how to deconstruct a paragraph to identify the topic in order to create a topic statement. As a class, the students develop a collaborative topic statement for the paragraph and proceed to record the statement as well as the remainder of the paragraph in their Response Journals to use throughout the module.</p>
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks 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>Yes</p>	<p>The majority of oral and written tasks require students to demonstrate the knowledge they build 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 the text. In the modules, students participate in writing and discussion activities based on evidence. Text-dependent questions and activities support student responses and reflect on how it enhances the impact of their writing and discussions with peers. Prompts and graphic organizers are provided to scaffold the learning process and ensure students gather evidence effectively. For example, in Module 1, on the End-of-Module Task, students write a multi-paragraph essay on the topic of why artists or scientists explore</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the sea. To complete this task, students introduce the topic and provide information from the module texts to support their answer. Additionally, they organize their ideas into paragraphs and use well-chosen details to develop each topic. Students work in small groups and are assigned one of the texts from the selection of connected texts in this module. The small groups work together to gather evidence to complete the Evidence Organizer for their assigned text and answer the prompt, “Why do people explore the sea?” From there, the class engages in a brief discussion analyzing the evidence they gathered from the texts. Then students identify two reasons people explore the sea and begin planning their essays. In Module 4, Lesson 6 students begin prepping to complete Focusing Question Task 1. Within this assessment students research Alvin Ailey and must use at least two sources to gather evidence, among the sources is the text <i>Alvin Ailey</i> by Andrea Davis Pinkney and the Back matter from Alvin Ailey as well as the interview with Alvin Ailey and Katherine Dunham. Once students choose their two sources, they complete Handout 6A: Research Note Catcher. After students have completed their research, they exchange ideas and record new information with a partner.</p>
	<p>Required 6c) 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>Yes</p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Students participate in the three</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		<p>writing modes through Focus Question tasks and the end of module writing. Each focus task is aligned to the writing mode at the end of the module. This prepares students for the success criteria needed to demonstrate understanding. Throughout the modules, students practice different types of writing through guided lessons. These lessons are designed to help students become independent writers. At the end of each module, students complete an End of Module task that demonstrates the skills acquired throughout the lessons. Additionally, they complete several written Focusing Question Tasks throughout the module. The purpose of writing varies depending on the texts and tasks assigned in each module. For example, in Module 2, students answer various writing prompts throughout. In Lesson 11, students begin planning for Focusing Question Task 1, an explanatory essay explaining to families how Galileo helped people learn about space. Students must support their responses using evidence from <i>Starry Messenger</i> and “Galileo’s Starry Night.” In Lesson 26, students complete Focusing Question Task 2 which requires students to write an opinion essay answering the question, “Would you like to have been an astronaut on the Apollo 11 Mission?” Students use two of the core connected texts to supply evidence. In Lesson 34, students complete Focusing Question Task 3, a four-paragraph opinion essay about why</p>

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			<p>one of the art pieces that was studied within the module belongs in an art exhibit. Each of these tasks prepares the students to use core texts to gather evidence to complete the End of Module Task, an opinion essay over Lessons 35 and 36. In Module 3, students' first Focusing Question Task is an explanatory essay that compares and contrasts two of the core texts, <i>Grandfather's Journey</i> and <i>Tea with Milk</i>. Beginning in Lesson 12 and continuing through Lessons 13 and 14, students write an essay explaining an important similarity and difference between the immigration experiences of the main characters of the text, they must use at least three compare and contrast linking words and phrases as well as an introduction paragraph that introduces the topic to the reader. In Lesson 24, students create Focusing Question Task 2, a narrative in a letter format. Students gather evidence from three texts, <i>Coming to America</i>, <i>The Steerage</i>, and "Oral Histories." In Lessons 32 and 33, students continue their work with narratives with Focusing Question Task 3, within this task students plan and draft a short narrative about when Patricia's mother first tells her about the keeping quilt and its importance in family traditions. Using evidence from <i>The Keeping Quilt</i> by Patricia Polacco to support their response students complete this writing task. The work from these three Focusing Question Tasks prepares students for the End of Module task in Lessons 34 and 35.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Choosing one of the given moments from one of the core texts studied during the module, students complete a short narrative, supporting their response with evidence from the corresponding text of the moment they chose.</p>
	<p>Required 6d) Materials 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.</p> <ul style="list-style-type: none"> 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 as a way to develop more complex sentence structure and usage. 	<p>Yes</p>	<p>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. Students have opportunities to experiment with grammar while analyzing the author's craft in core texts. For example, in Module 1, Lesson 1, students identify the parts of a complete sentence from the poem “The Sea Wind” by Sara Teasdale (W.3.2, L.1.a). Students begin this module by examining the Craft Question, “Why is it important to write in complete sentences?” The teacher begins by displaying examples and nonexamples of a sentence and posing the question, “How are the examples different?” Students review and record the definitions of, noun, verb, sentence, and subject in the Language Skills portion of their Knowledge Journals. Collaboratively, a Complete Sentence Check chart is created and the teacher models how to identify the parts of a sentence using the checklist. Students practice using their checklist with a partner with the sentence, “The wind comes whispering in between.” to solidify their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learning. In Module 4, Lesson 3 Deep Dive, students experiment with the Craft Question, “How do I distinguish between conventions of spoken and written English?” Students use the anchor chart created from the core lesson to help identify conventions. Students mix and mingle how to persuade one of their parents or guardians to pack their favorite lunch. Students proceed to write on a sticky note asking for their favorite lunch, students then share out how they used conventions. In small groups, students discuss why it is important to know when to use formal and informal conventions in both speaking and writing. The lesson concludes as the students complete two sentence frames to show how they would use a convention for spoken and written English to provide the same information about what is happening in the illustration on page 27 of <i>Emma’s Rug</i>.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p>Yes</p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Module assessments are built with a backward design layout in mind. Students partake in five types which lead back to the overall End of Module Task. These assessments include one check for understanding per lesson, three to four focusing question tasks per module, two to three new read assessments per module, two to three Socratic Seminars per module, and the end-of-module task. Students also receive vocabulary assessments at the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>conclusion of each module. These assessment methods are systematic and consistent across modules. Students also have various self-assessment measures in place for writing and reading. For example, in Module 1, Lesson 2 students conclude the lesson by engaging in a quick write to answer the following prompt, “Use domain-specific vocabulary from the lesson to explain how key details help express a central message in The Great Wave?”</p> <p>Materials provide clear success criteria such as, “use details to determine the central message of the text” and “the topic sentence introduces the main idea of the paragraph.”</p> <p>The End of Module summative task assesses students on their ability to write an explanatory essay explaining why artists or scientists explore the sea. Students must have a topic statement and use evidence from the module texts to support their answers, employ academic vocabulary, and identify one reason why artists or scientists explore the sea. Success criteria is accessible to both teachers and students extensively throughout the module.</p> <p>In Module 2, Lesson 18 students complete New-Read Assessment 2. Students read the article, “Apollo 11: The Eagle Has Landed” by Leigh Anderson and answer text-related multiple-choice and short-answer questions. Materials provide clear next steps when reviewing data, as well as possible small group supports using small excerpts from the text focusing on reviewing reading skills</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 7b) 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.</p>	<p>Yes</p>	<p>previously modeled such as referring to evidence to support what the text says, as well as text features and structure.</p> <p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Each of the modules assess students' knowledge built over the course of the unit utilizing the Focus Question tasks and End of Module writing. Each module implements a backwards design. End of Module Tasks are broken down into Focus Questions. In every module, students complete Check for Understanding assignments daily. Teachers analyze the results of these assignments to identify any gaps or needs in their students' learning and provide immediate support where necessary. Assessments are closely tied to the content taught in each lesson and module and serve to build towards the final End-of-Module Task. For example, in Module 4, the Essential Question that students work towards understanding is, "What is an artist?" Throughout the module, students focus on three Focusing Questions, "What inspires artists?" "How do artists make art?" and "What are some character traits of artists?" Each Focus Question is answered over the course of nine to ten lessons, and each lesson has a Content Framing Question. Students gain substantial knowledge during Focus Question Arcs forming a firm foundation prior to answering the Essential Question in the End</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of Module Task. In Module 1, students build knowledge around the topic of the sea to gain understanding of why artists and writers use domain-specific elements to express ideas. The Essential Question for this module is, “Why do people explore the sea?” Students begin with the Focusing Question, “How do artists explore the sea?” This Arc is followed by Focusing Questions Two, “Why and how do scientists explore the sea?” and then Focus Question Three, “Why and how do scientists explore sea creatures?” The questions steadily advance students to the various Knowledge Goals of the module such as, “explaining how scientists observe the ocean to learn more about it.” Finally after engaging with multiple core and supplementary texts throughout the module, students end the unit by writing an explanatory essay about why artists or scientists explore the sea.</p>
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials issue answer keys, rubrics and exemplars within Appendix C of each module. Guidance for interpretation can be found within Lesson Context and Alignment. All modules include guidelines for assuring students are acquiring the knowledge and skills set forth in the Module Goals. For example, in Module 1, Appendix C includes one New-Read Assessment answer key as well as sample responses with success criteria for the assessment. For example, within the</p>

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			<p>Lesson 22 answer key, it states, “Answers will vary but should briefly summarize the main idea in the text and provide two key details that support the main idea.” In Module 3, Lessons 24 and 33, students are assessed using the Narrative Writing Rubric for each of the Focusing Question Tasks. This is the same rubric that is used during the End of Module Task. Materials promote clear understanding of success criteria as these criteria are stated within the teacher manual under Context and Alignment for Lessons 24 and 33. This section of the teacher guide provides the goals of the assessment as well as Next Steps after completing the assessment. Exemplar writing samples for the Focusing Question Tasks are provided in Appendix C. These samples offer the task with standard alignment, Success Criteria, and how each Focusing Question Task supports the End of Module Assessment. Models are provided in the Teacher Materials to review and support the students during instruction.</p>
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, teachers gradually release responsibility for a specific writing mode through a series of lessons. While students build knowledge of module themes through complex texts, they also analyze the author's craft. Students move through four craft stages for each module writing they complete. These</p>

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			<p>assessments serve as a way to monitor the students' growth, success, and challenges. It also allows teachers to support, differentiate, and extend instruction for individual students based on their performance. As the students learn and master new skills, teachers gradually lessen the supporting scaffold. Whether a Focusing Question Task, or End of Module Task, students follow the same craft steps to ensure understanding and success. These stages include: Examine, Experiment, Execute and Excel. For example, Module 2, students move through a Craft Cycle with a focus on explanatory writing related to Galileo and how he helped people learn about space. In Lesson 3, students begin to work with the core text <i>Starry Messenger</i> by Peter Sis. In Lesson 3, students review the “Describe Your Knowledge to a TEE” anchor chart from Module 1 and begin working with Handout 3A: Describe Your Knowledge to a TEE Writing Planner. With this writing planner, students work together in small groups “to practice developing a topic using facts, definitions, and details in a paragraph that explains why Galileo is an important astronomer.” Students use their Response Journals to identify evidence for their paragraph. In Lesson 5, the teacher gradually gives responsibility over to the students. Students execute using facts, definitions, and details within a paragraph. Students use the same writing planner from Lesson 3 again in this lesson with their</p>

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			<p>partner to create an explanatory paragraph. Students use an index card to write a definition, fact, or detail from <i>Starry Messenger</i>. From there, students are assigned into groups of three and explain whether their index card does or does not explain what happened to Galileo when he challenged tradition. In their groups, students choose two of the best pieces of evidence and proceed to add notes to the elaboration boxes on the writing planner. Then the lesson concludes with students using their writing planners to independently draft an explanatory paragraph. Gradual release is provided within this module to ensure student abilities are assessed to remediate if needed. After each writing opportunity, students read their paragraph to their peers and excel by revising their paragraphs using from peers. This writing prepares students for the upcoming End of Module Task. In Module 3, Lessons 17-19, students move through a craft cycle with a focus on writing an engaging narrative introduction related to the text, <i>Coming to America</i> by Betsy Maestro. Students follow a similar sequence of gradual release as previously stated. In Lesson 17, students examine how to engage and orient the reader by engaging with narratives texts. Students work in small groups and read the introductions of various fictional texts. Groups discuss several questions such as, “Who is the main character?” and “Why would a reader want</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to keep reading?” They write in their Response Journals explaining how the author engages the reader. In Lesson 18, students experiment with engaging and orienting the reader. Students are introduced to mnemonic ESCAPE. In this lesson, students are only to focus on the first three letters, E, establish the situation, S, setting and C, characters. Students examine the illustration on page 13 of <i>Coming to America</i>. They first choose one character on the page that interests them and then use Handout 18A, a graphic organizer, to organize their ideas for a story they could write about the person they chose. In Lesson 19, students both execute and excel at writing an introduction for a narrative. Students review their notes from Handout 18A with a partner, orally rehearsing exactly what they plan to write, students then independently draft their introductions. Students excel by exchanging introductions with a partner. The peer reviewer has four questions to respond to including: “Who is the story about?” “What is the setting?” “What is happening?” and “Why would a reader want to keep reading?” Once the peer review is complete, students revise their respective introductions as needed.</p>
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Student writing assessments and rubrics are built into five craft features: structure, development, style, conventions</p>

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			<p>and process. These stages are also aligned with speaking and listening rubrics. During lessons, this common language is used when exploring new writing skills amongst core texts; skills which are necessary for assessment tasks. In the beginning of modules, students focus on structure and development to then deepen their understanding through the purpose of style and craft. Rubrics and guidelines are clear for students. Rubrics are put in student-friendly task checklists. Exemplars and task questions are reviewed thoroughly and peer feedback is provided in conjunction with checklists to revise writing. For example, in Module 1, students have practiced various explanatory writing strategies and evidence collecting techniques when analyzing core texts to plan a multi-paragraph essay in Lessons 31 and 32. This essay focuses on why artists or scientists explore the sea. Success criteria for the assignment is listed in the teacher manual. Student assignment descriptions and student-friendly explanatory writing checklists are included as well. In Lesson 32, students excel at writing an essay by using the Painted Essay Strategy to revise their work, once they have completed revising their essay, students complete the first column on Handout 32A: End of Module Checklist. Essays are then given to a partner to complete the second column of the checklist, partners also engage in Praise-Question-Suggestion protocol to provide additional feedback to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their partner. In Module 4, Lesson 16, students follow some of the same protocols for planning and writing, however students also complete a Socratic Seminar based on their evidence findings thus far. Students review the Speaking and Listening checklist and choose a personal goal to work on within the seminar. Criteria to be rated includes: selecting details from the text to be included during discussion, linking comments to comments of other participants, being prepared for the discussion, and listening for key words. Once the Socratic Seminar concludes, students complete Handout 16B: Socratic Seminar Self-Assessment, students evaluate themselves using a three-letter scoring system, A=always, S=sometimes, N=Next Time. Students also provide evidence from the Socratic Seminar of their score.</p>
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Yes</p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials implement a consistent learning cycle across the modules. When introduced to a core text, students enter five content stages: Wonder, Organize, Reveal, Distill, and Know. Each lesson provides suggested approaches to unit themes and texts that assist students in comprehension. For example, in Module 3, Lesson 2, Welcome section, students review the elements of fictional texts: character, settings, conflict, events, resolution, and central message to prepare</p>

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			<p>for the Learn portion of the lesson where they organize story elements in the core text, <i>Grandfather's Journey</i>. In small groups, students reread the text before discussing Text-Dependent Questions (TDQs) such as, "Who are the characters in the story?" and "Who is the main character of the story and how do you know?" The teacher guide provides the following scaffold for the two TDQs, "Some students may have difficulty answering two-part questions. Consider breaking the question into two questions and allowing students to answer each part of the question separately." Students also discuss the TDQ, "Who tells the story and how do you know?" From this discussion, the teacher introduces the vocabulary word narrator. The Teacher Guide advises the teacher to "invite a student to describe what he or she did when he or she entered the classroom." This discussion provides the scaffold for the vocabulary word. In Module 1, Lesson 10, the teacher shows the short video "Why the Ocean Matter" to students in order "to provide an entry point for all students regardless of their background knowledge or literacy skills..." After watching the video, students record two questions about the ocean as well as two new pieces of information that they learned. Later in the lesson, students engage with the text, <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> by Molly Bang and Penny Chisholm where they encounter the same ideas from the video in the beginning of the lesson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Students use what they have learned from video and the text to answer the questions they generated as well as more Text Dependent Questions. In Module 4, Lesson 11 Deep Dive, students “use a glossary or dictionary to clarify the meaning of the vocabulary word explore.” The teacher reads a passage from the text, <i>A River of Words</i>, and leads a discussion about what the word, explore, might mean in the context of the passage. The Teacher Guide has a scaffold to support students on how to use a dictionary to determine the meaning of a word. Pairs of students reread the definition of explore in the dictionary and then in their Vocabulary Journals write at least two facts about how William Carlos Williams explored.</p>
	<p>Required 8b) Materials 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 do not serve as platforms to practice discrete strategies.</p>	<p>Yes</p>	<p>Materials 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. Students utilize recurring reading strategies and learning routines that are transferable to all core texts rather than isolated instances. These strategies include: questioning, note-taking, annotations, summarization and evidence collection. Consistent content stages (Wonder, Organize, Reveal, Distill, Know) throughout modules, along with framing questions, allow for students to build knowledge and insight utilizing the same sequence. For example, in Module 2, Lesson 16 students</p>

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			<p>engage in the Reveal stage of analyzing core text, <i>Moonshot</i>. This stage allows students to gain more independence in analyzing texts for point of view. Students reread pages 26-27 of the text, paying close attention to how the illustrations and text show the different points of view of the astronauts and people on Earth. Before rereading pages 26-31 again, students Think-Pair-Share two TDQs, “How does the description of the astronauts on page [26] differ from the perspective of the public watching the landing on TV?” and “How do the multiple descriptions help you understand how the perspectives of the astronauts and the public differ?” Then, students discuss the last TDQ, “According to the text, how does Armstrong’s point of view about landing the Eagle differ from that of the people watching on television, and how do you know?” From there, students work in small groups and are given a group to identify and analyze the point of view. Students use a variety of strategies to understand the point of view of various groups in the text. In Module 4, Lesson 22, students read and summarize the text, <i>Action Jackson</i>, to determine relevant information for their Focusing Question Task. Students begin by listening to a read aloud of pages 3-5 of the text. The class analyzes a sentence from page 4, “His eyes miss nothing– sunlight on the tree branches, tangled stalks of blackberry bushes, beetles crawling in the grass underfoot.” The</p>

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			<p>teacher models how to choose the most relevant information and summarize the sentence by reducing the amount of words. Students are assigned one of the last five paragraphs in the text on pages 28-29, rereading and then summarizing the information learned from their paragraph before adding their info to Handout 20A: Research Notes Jackson Pollock.</p>
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p>Yes</p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide text-dependent questions and deep dives within each lesson that prompt a return to focused aspects, or parts of the text. For example, in Module 3, Lesson 4, students identify the narrator and point of view in <i>Grandfather's Journey</i>. The lesson begins with a brief review of the definition of narrator. Students then reread the text, <i>Grandfather's Journey</i> in pairs and answer a variety of TDQs, such as, "Who is the narrator of Grandfather's Journey and how do you know?" and "Reread pages 30-32 of Grandfather's Journey. How does the information on page 31 help explain the sentence, 'I think I know my grandfather now,' on page 32?" Students use the discussions to identify the grandson as the narrator. Students then use their reread to complete a Venn diagram to compare and contrast the grandfather's and narrator's points of view. In Module 4, Lesson 2,</p>

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			<p>students participate in small-group discussions. The teacher displays the illustration on page 23 of the core text, Emma’s Rug, and rereads the text on page 22. Students prepare to participate in a small-group discussion surrounding the prompts, “Based on the text and illustrations in Emma’s Rug, what inspires Emma?” Students identify one or two goals from the Speaking and Listening Checklist to focus on during the discussion. When the discussion concludes, students independently complete Handout 2B: Character Analysis by reviewing their notes and reflecting on the class discussion. Students practice using complete sentences by sharing their work with a partner.</p>
	<p>Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p>Yes</p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each of the modules offers formal discussion in the form of Socratic Seminar and writing supports. Socratic Seminars are consistent through modules as a form of assessment. For example, in Module 1, Lesson 17, students participate in a Socratic Seminar, engaging with the question, “Why is the ocean important?” Students first review Handout 17A: Socratic Seminar 2 Self-Assessment to clarify the guidelines of the seminar. The teacher provides various sentence frames such as, “I notice in the text that ____.” “This makes me think ____.” or “I understand what you said, but the text says ____.” to assist students in using text</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>evidence and disagreeing respectfully. Students are also provided a word bank of text-specific words and are expected to use at least three of the words. The Teacher’s Edition advises the teacher to use a Think-Pair-Share routine before beginning a Socratic Seminar to provide students with an opportunity to rehearse their ideas. In Module 2, Lesson 14, students experiment with introduction paragraphs. Students listen to an example and a non-example of an introduction paragraph, identifying if it is, an “introduction to an explanatory essay,” “body paragraph of an explanatory essay,” or “introduction to an opinion essay.” After students identify what kind of paragraph the example is, students discuss how they know what kind of paragraph it is. Students are divided into small groups to complete the following prompt: “In your opinion, where is a place in <i>Moonshot</i> that Brian Floca could have used more or fewer pages to describe an event of the Apollo 11 mission? Write the introduction paragraph for an opinion essay.” Students use sentence frames as they collaboratively write the paragraph.</p>
	<p>Required 8e) 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>	<p>Yes</p>	<p>Materials are easy to use and well organized for students and teachers. Each module follows a predictable structure by combining content and craft for students to build understanding. Teacher and student materials have digital access. This also includes assessment-based materials. Teacher Edition begins with the end goal in mind, offering a look at the Module</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Summary, Essential Question, Focusing Questions, and Major Assessments. Teachers can see the scope and sequence of the module using the Module Map. Lessons are laid out in a straightforward manner thereafter. Each lesson provides an overview of standards, Focusing Questions, Content Framing Questions, Craft Questions, and texts needed prior to starting. Lessons also give clear guidance to teachers for pace, scaffolding suggestions, and assessment review throughout. Student materials are organized according to lessons in the order in which they are needed. Teachers can easily direct students to the appropriate activity by a number and letter. For example, in Module 1, Lesson 2, teachers distribute and review Handout 2A: Boxes and Bullets for Art to students so they can determine the central message and analyze <i>The Great Wave</i>. This is also evident in Module 4, Lesson 32 when teachers return students' completed Handout 31A: End-of-Module Task Research Notes for them to use when writing their End-of-Module Task. This is helpful when returning to previous knowledge from various lessons and where to locate them within student workbooks, or online materials.</p>
	<p>Required 8f) Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level using an</p>	<p>Yes</p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. All students are given the opportunity to learn from grade-level advanced texts. Teacher manuals provide supports for diverse</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>accelerating learning approach¹⁴. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include teacher guidance to help support special populations and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>		<p>learners throughout. Analysis sections follow each lesson to offer guidance on diagnosing student needs based on assessment data, additional supports, and next steps in relation to the following lesson. For example, in Module 2, Lesson 19, students Notice and Wonder about the text, <i>One Giant Leap</i>. In pairs, students review their Knowledge Journals and generate a list of things they might notice while reading <i>One Giant Leap</i>. They then preview the text by reading independently and examining the illustration. The Teacher’s Edition includes guidance on how to differentiate for students which states, “to accommodate varying levels of reading ability, consider creating an audio version of the text that students can listen to as they explore the book independently” and “help students articulate their thinking by providing the following sentence frames: On page ___ I notice _____. This makes me wonder _____.” Students who are ready for acceleration are provided Extensions. For example, in Module 3, Lesson 8, students identify story elements in the text, <i>Tea with Milk</i>. Students reread the text in small groups and Think-Pair-Share various TDQs. In order to extend their learning, students first discuss the question, “What is the relationship between</p>

¹⁴ **Accelerating Learning** is the prioritization of equitable access to **high-quality, grade level instruction for ALL students** as the center of the design and implementation of educational supports and services. Accelerating learning is both a mindset and an approach to teaching and learning, not a service, place or time. This approach leverages **acceleration**, a cyclical instructional process that connects unfinished learning in the context of new grade-level learning utilizing high-quality materials to provide timely, individualized supports throughout a variety of flexible instructional settings and groupings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the narrator of <i>Tea with Milk</i> and the narrator of <i>Grandfather’s Journey?</i>” From there, the class creates a family tree depicting the relationships among the characters in both books. Each module also offers English Learners bilingual glossaries, family welcome letters, and family tip sheets in thirteen languages to support the school-to-home connection. The materials also include specified scaffolding suggestions for English Learners.</p>
	<p>8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p>Yes</p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Modules include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. Materials provide time between modules for short studies of favorite texts related to module topics or other important topics, research projects to apply skills and build knowledge, and possible field trips that connect to module topics. The guidance provided for the time between modules is four instructional days. In addition, the materials accommodate extra time within modules for teachers to respond to specific student needs. Pause points can be utilized for re-teaching, scaffolding, or extending lessons based on students’ strengths, needs, and interests. Teacher guidance is provided within the Analyze section at the end of each core</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson for ideas for additional support during pause points. Lesson structure and pace averages to 85-90 minutes per lesson, 75 minutes for the core lesson, and 15 minutes for a Deep Dive.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I-III to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality¹⁵	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality 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. Materials do 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. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text-dependent and text-specific with

¹⁵ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>student ideas expressed through both written and spoken responses. 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.</p>
	3. Coherence of Tasks	Yes	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, 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 designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.</p>
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)¹⁶	4. Foundational Skills ¹⁷	Yes	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while</p>

¹⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

¹⁷ As applicable.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Opportunities are frequently built into the materials that allow students to achieve reading fluency in oral and silent reading. Monitoring is included and allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. 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. 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 includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Criteria of Superior Quality¹⁸	5. Range and Volume of Texts	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>
	6. Writing to Sources, Speaking and Listening, and Language	Yes	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build 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. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. 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.</p>

¹⁸ Must score a "Yes" for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7. Assessments	Yes	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials 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. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u></p>			

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 [2023-2024 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Allen, Ascension, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, CSAL, D'Arbonne Woods Charter School, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, Lafayette, Lafourche, Lincoln, LSU Laboratory School, Madison, Natchitoches, Orleans, Ouachita, Rapides, Richland, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, University View Academy, Vermillion, Webster, West Feliciana, and Zachary Community Schools. This review represents the work of current classroom teachers with experience in ECE and grades K-6.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.