

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



Title: Reading Wonders (ELA)

Grade: K-6

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Quality of Texts</u> (Non-Negotiable)
<u>Range and Volume of Texts</u> ***	<u>Foundational Skills</u> (Non-Negotiable*) *
<u>Assessment</u> ***	<u>Text-Dependent Questions</u> (Non-Negotiable)
<u>Writing to Sources</u> ***	<u>Scaffolding and Support</u> **
<u>Speaking and Listening</u> ***	
<u>Language</u> ***	*rated strong at Grade K only
*** reviewed at Grades K-3 only	**rated strong at Grade K & 3 only

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

Tier 1 ratings received a “Yes” for all Criteria 1-10.

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

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

Click below for complete grade-level reviews:

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

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

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

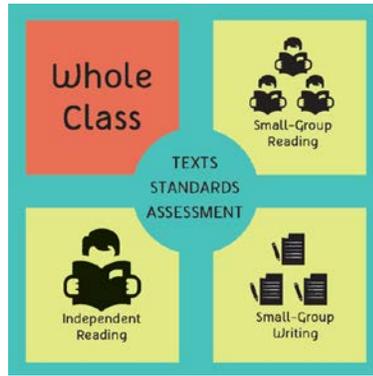
[Grade 3 \(Tier 3\)](#)

[Grade 4 \(Tier 3\)](#)

[Grade 5 \(Tier 3\)](#)

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

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



Title: Reading Wonders (ELA)

Grade: K

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Materials follow a sequence of foundational skills instructions and provide for abundant opportunities for every student to become proficient in each of the foundational skills.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	Yes	Student texts allow for systematic, regular and frequent practice of the foundational skills as they are introduced.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	As students skills build and students are able to begin reading fluently as materials provide opportunities for both oral and silent reading practice with a wide variety of appropriate text.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Phonemic Awareness built into daily lessons
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Daily word work including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge of syllabication.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials guide students to read with purpose and understanding and provide for frequent connections btw acquisition of foundational skills and making meaning from reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Materials provide for abundant opportunities for educators to monitor student progress on every aspect of foundational skills through diagnostic assessments offered at regular intervals. Students receive regular feedback on their oral fluency in the specific areas of appropriate rate, expressiveness and accuracy.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Abundance of materials which are easy to implement.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Read aloud text offer sufficient opportunities for engagement with the texts which are more complex than students in K could read themselves. Quantitative measures and Qualitative analysis used in selection of texts.
	<p>REQUIRED</p> <p>2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Kindergarten students are accessing complex texts that align with the requirements outlined in the standards
	<p>REQUIRED</p> <p>2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts increase in complexity and read-alouds follow the same trend.

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

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

<p>Tier 1 and 2 Non-Negotiable</p> <p>3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text mostly focuses on literature with some information but nothing that is content rich and well-crafted in different disciplines.
	<p>REQUIRED</p> <p>3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p>	No	There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea.
	<p>REQUIRED</p> <p>3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	No	The Workshops supply two texts for each week. There is not an anchor text that is being referred back to throughout the unit.
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	Yes	Yes
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	Yes	Informational text make-up 50% of materials in units and on a weekly basis.
	<p>REQUIRED</p> <p>4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	Yes	Many different formats, non-prints, charts, art, music, etc...
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	Yes	Abundance of informational texts with informational text structure.
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	Regular practice of independent reading. Materials increase the opportunity and appeal to student interests to build reading stamina, confidence, motivation and enjoyment and connect to classroom content or topics to develop knowledge.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Student ideas are expressed through both spoken and written responses, but most of the questions concern the “essential question” or illustrations and are not dependent on text.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	No	Questions are not dependent on text, but elicit attentions to the text illustrations. The questions rarely connect texts to other texts in the unit.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	No	Questions do not include the language of the standards and assess the depth and complexity required by the standards at the K grade level to advance and deepen student learning over time.
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin by relating the essential question to an illustration and do not focus on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	Yes	Questions support students unpacking the academic language of complex text to determine meaning from text and learn new vocabulary.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with grade-level text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	A gradual release of supporting scaffolds for students to measure their independent abilities is noted during the progression of the K academic year.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Assessments can be generated based on specified parameters, including progress through the CCSS program curriculum, specific standards, or question complexity.
	<p>REQUIRED</p> <p>6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	Educators can track students’ fluency over time with online scoring tools and reports
	<p>6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	Yes	Materials are unbiased and accessible to all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Educators can generate assessments from the test bank with specific skills for selected students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding of the text.
	<p>REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Daily read-alouds with purpose of gaining students full comprehension of complex text.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials direct educators to return to focused parts of texts.
	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Whole/small group instruction with differentiation supports varying student needs at the lesson and unit levels.
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	All materials are easy to use and laid out in a manner that is user friendly.
	<p>7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	Content to be completed in the course of one academic year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Multiple opportunities provided for students to write about what they hear or read, writing narratives, writing to inform and writing opinions provided.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Weekly interactive writing, small group differentiated writing tasks, as well as independent writing tasks.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Materials provide multiple opportunities for connections between writing, speaking and listening, reading and the language standards.
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials are included that address grade-level foundation standards requiring students to know letters, phonetic conventions, sentence structures and spelling.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials provide opportunities for educators to monitor student progress in development of foundational skills and differentiate and respond to individual student needs.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Shared research to develop skills needed to conduct research independently as well as writing to sources.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	Yes	Texts used in speaking and listening, questions and tasks meet the criteria for complexity, range and quality of texts.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Students engage in collaborative conversations regularly
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Students are encouraged to use academic language in speaking, listening, reading, writing, and the language standards. Materials build frequent opportunities for connections and alignment
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Materials develop active listening skills, including note taking and asking relevant questions and elaborating on remarks of others.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Students are provided with a variety of authentic speaking and listening activities for practice.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Materials address the grammar and language conventions specified by the language standards at each grade level.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Shared research projects to develop skills needed to conduct research independently as well as writing to sources.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Students are encouraged to use the language of the text, model in their writing and share.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials build frequent and regular opportunities for connections and alignment between the language standards, writing, reading and speaking and listening.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Real-world activities for student practice provided.

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

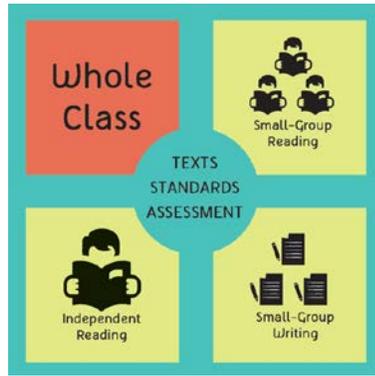
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	Yes	Materials follow a sequence of foundational skills instructions and provide for abundant opportunities for every student to become proficient in each of the foundational skills.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Read aloud text offer sufficient opportunities for engagement with texts which are more complex than students in K could read themselves.
	3. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	4. Range and Volume of Texts	Yes	Abundance of informational texts with informational text structure.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Questions do not include the language of the standards and assess the depth and complexity required by the standards at the K grade level to advance and deepen student learning over time
	6. Assessment	Yes	Assessments can be generated based on specified parameters, including progress through the CCSS program curriculum, specific standards, or question complexity.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Whole/small group instruction with differentiation supports varying student needs at the lesson and unit levels.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Shared research projects to develop skills needed to conduct research independently as well as writing to sources.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Students are provided with a variety of authentic speaking and listening activities for practice.
VII: Language	10. Language	Yes	Students are encouraged to use academic language in speaking, listening, reading, writing, and the language standards. Materials build frequent opportunities for connections and alignment
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Reading Wonders (ELA)

Grade: 1

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	There are 6 units with 6 weeks of lessons in each unit. The exception is the first unit which only has 3 weeks of lessons. All foundational skills are taught daily and practiced with the workbook.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	In the units, stories are handled through read-aloud anthologies and e-readers. Fluency is not explicitly taught; however, it is embedded in instruction and weekly fluency assessment readings.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Materials provide daily practice in spelling. The emphasis is placed on blends, onsets and rimes, and vowels.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials appear to provide grade-level appropriate practice in spelling. Word Study Skills handled daily through Word Work.
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain and deepen purpose and understanding by making connections through read-alouds and picture cards.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	Educators have multiple opportunities and resources in which to assess/monitor student progress weekly. Instruction for word study areas are systematic, and provide visual prompts to materials in use, and provides corrective feedback. There is an abundant amount of both online and booklet resources available to monitor oral reading fluency.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	There are multiple resources for teachers to provide remediation and enrichment to all students. Materials are very user-friendly.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Sufficient opportunities for students to engage in texts noted.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Read aloud texts appear to be aligned with requirements of complexity requirements of complexity exemplars of complexity, range, and quality.
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts appear to increase in complexity as units progress. Greater variability exists because of the read alouds and listening skills required by the students.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text mostly focuses on literature with some information but nothing that is content rich and well-crafted in different disciplines.

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

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

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p>	<p>No</p>	<p>There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>Two texts are supplied for one week. One story is for teachers to teach students to close read then the others are provided for practice of a specific skill for the week. There is not an anchor text that is being referred back to throughout the unit.</p>
	<p>REQUIRED 4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Texts in read-alouds and students readers appear to have been previously published stories.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>Texts are of different formats and lengths.</p>
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Materials provided appear to be written in informational rather than narrative structure.</p> <p>Materials provided students with opportunities to gain purposeful meaning and build on knowledge as well as provide enjoyment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most of the questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as retelling what was read. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the “essential question”, elicit “retelling”, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or “other texts” they have read. Each text stands alone with its questioning.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	No	Skill based questions are asked but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author’s use of a literary element (writing about reading).
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Student progress provides scaffolding for students to work independently on skills/objectives necessary to attain.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics are included in both online and book forms are included to provide adequate measurement of student performance.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
grade-specific standards with grade-level text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Types of assessments are varied (i.e., pre-, formative, summative and self-assessments available).
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Materials accessible to all students.
	6e) When assessments indicate students do not understand what they hear or read, materials should provide suggestions for reteaching and additional student learning opportunities. These materials must be easily implemented.	Yes	Materials easy to implement remediation and intervention materials for all levels of learners.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Students spend some time in pre-reading before engaging in text each day. Pre-reading activities appear to be engaging and provide focus for students to relate to text/stories read aloud.
	<p>REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Read aloud materials appear to allow students to gain full comprehension of texts/stories and use strategies necessary to gain knowledge and understanding of text.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	No	Materials do not direct teachers to return to focused parts of the text to guide students through rereading.
	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Materials available provide enough activities for students at different levels. Suggestions were available for ELL, on-level, and beyond level students.
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Easy to use and centrally located reading selections noted.
	<p>7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	Materials adequately paced so program could be completed in a school year.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Multiple writing tasks noted.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Writing opportunities prominent and varied throughout the units.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Opportunities are evident in each unit/lesson to connect to text through writing .
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Materials require students to have understanding of foundational standards.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Opportunities for educators to monitor student progress in developing foundational skills in writing noted.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	Opportunities for students to work collaboratively in shared projects noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	Yes	Texts meet exemplar criteria and provide opportunities for students to build knowledge and collaborate with each other.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Collaboration and conversation opportunities noted in each lesson.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Read alouds and other materials designed to provide repeated listening experiences and connect other Language Arts areas such as speaking, reading and writing.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Opportunities for peer collaboration noted. This helps ensure students are able to develop active listening skills as well as develop strategies to work with others to gain better understanding of what they are reading.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Authentic speaking and listening activities for student practice noted.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Materials address conventions of language and grammar as directed by standards in each lesson under objectives and standards tab.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Materials allow opportunities for students to become more proficient through practice and usage.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to use language from texts to build on and develop complex sentence structure in their writing and everyday language usage.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials have built in and frequent opportunities for students to use developmentally appropriate conventions when speaking and writing about what they have read and/or listened to through read alouds.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Real-World activities provided and noted for students to practice and use natural and appropriate language.

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

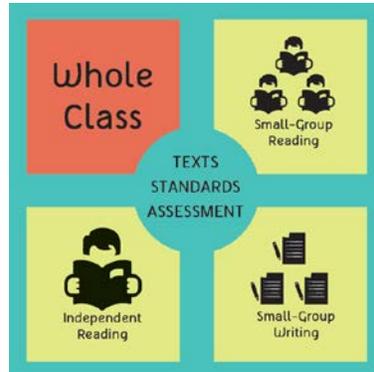
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. These weekly lessons do not provide enough practice or application to develop proficient readers.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Read aloud texts appear to be aligned with requirements of complexity requirements of complexity exemplars of complexity, range, and quality.
	3. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	4. Range and Volume of Texts	Yes	Materials provided students with opportunities to gain purposeful meaning and build on knowledge as well as provide enjoyment.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment	Yes	Observable evidence which students can independently demonstrate the assessed grade-specific standards with grade-level text(s) noted.
IV: Scaffolding and Support	7. Scaffolding and Support	No	Materials do not really provide direction for teachers to return to focused parts to assist students in rereading.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Writing Opportunities frequent and appropriate
VI: Speaking and Listening	9. Speaking and Listening	Yes	Collaboration opportunities to develop speaking and listening skills abundant
VII: Language	10. Language	Yes	Multiple opportunities for students to develop language.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing Quality			

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

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



Title: Reading Wonders (ELA)

Grade: 2

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>1. FOUNDATIONAL SKILLS: Materials address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, phonics, word awareness, and reading fluency in a logical and transparent progression.</p> <p>These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>1a) Materials follow a sequence of foundational skills instruction indicated by the standards and beginning on page 17 of Appendix A, while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	Yes	Foundational skills are taught each day. Teacher support for each skill is available. There are 6 units with 5 selections per 6 weeks.
	<p>REQUIRED</p> <p>1b) Materials include student texts that allows for systematic, regular and frequent practice of foundational skills as they are introduced.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED</p> <p>1c) Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p>	Yes	Fluency is available through e-readers that read the story aloud while highlighting each word. Fluency is embedded regularly throughout the instruction.
	<p>REQUIRED</p> <p>1d) Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p>	Yes	Spelling words coordinate with the foundational skills and are used throughout the reading selections providing practice with encoding sound symbol relationships.
	<p>REQUIRED</p> <p>1e) Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of syllabication.</p>	Yes	Materials appear to provide grade-level appropriate practice in spelling. <i>Word Study Skills</i> handled daily through <i>Word Work</i> .
	<p>REQUIRED</p> <p>1f) Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	Yes	Materials allow students to gain and deepen purpose and understanding by making connections through read-alouds and picture cards. Essential questions and genre is included on the first page of each selection to prepare readers.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)			
	1g) Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.	Yes	There is a well-coordinated system to monitor student progress through foundational skills in the <i>Word Study</i> section. Multiple resources are abundantly available to assess foundational skills.
	1h) Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	Yes	Materials are available to provide more instruction such as RTI for each day.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 2. COMPLEXITY OF TEXTS: Materials present a progression of texts as stated by Reading Standard 10¹ and Reading Foundational Standard 4.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material, which is typically from grades 2+. Reading Foundational Standard 4 applies to student-read texts. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) Beginning in grade 2, materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures. In all grades, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	Texts fall within the second grade in quantitative measures as indicated by the Lexile measure of each selection provided by McGraw Hill. Each week read-alouds and level books are available for students to engage with the text. There is always a text selection available that will challenge most readers in the second grade class. Level readers are the same “story” just written at more and more complex levels.
	<p>REQUIRED 2b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Read aloud texts are congruent with exemplars in Appendix B
	<p>REQUIRED 2c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Texts appear to increase in complexity as the units progress. Greater variability exists because of the read-alouds and listening skills required by the students.
<p>Tier 1 and 2 Non-Negotiable 3. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade-level texts</p>	<p>REQUIRED 3a) Nearly all texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text mostly focuses on literature with some information but nothing that is content rich and well-crafted in different disciplines.

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

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

<p>and build content knowledge (ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information.</p> <p><i>(Note: In K and 1 this refers generally to read-aloud material and some student-read texts after midyear in grade 1. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 3b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study. The inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with text.</p>	<p>No</p>	<p>There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea.</p>
	<p>REQUIRED 3c) Within a sequence or collection of texts, specific complex anchor texts are selected for multiple, careful readings.</p>	<p>No</p>	<p>Two texts are supplied for one week. One story is for teachers to teach students to close read then the others are provided for practice of a specific skill for the week. There is not an anchor text that is being referred back to throughout the unit.</p>
	<p>3d) Nearly all texts are previously published rather than “commissioned.”</p>	<p>Yes</p>	<p>Most selections are previously published.</p>
<p>4. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 of the standards and included in the text of the standards (e.g., RL.K.9, RI.1.9, or RI.2.3).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 4a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.</p>	<p>Yes</p>	<p>Literature seems to be a 50%/50% split between informational and fiction. Science and Social Studies topics are noted in the table of contents for each informational selection.</p>
	<p>REQUIRED 4c) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.</p>	<p>Yes</p>	<p>Texts are of different formats, genres, and formats.</p>
	<p>4b) Materials include many informational texts with an informational text structure rather than a narrative structure.</p>	<p>Yes</p>	<p>For the most part, informational texts follow an informational text structure. There are a few exceptions to this found throughout the basal.</p>
	<p>4d) Materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	<p>Yes</p>	<p>Opportunities for accountable, independent reading are abundant. Interesting texts provide motivation to build stamina and enjoyment in reading.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS: Text-dependent questions reflect the requirements of Reading Standard 1 by requiring the use of textual details in support of meeting other grade-specific standards.</p> <p><i>(Note: In K and 1 this refers to read-aloud material, which is typically from grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most of the questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as paraphrasing and summarizing what was read. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED</p> <p>5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations, its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the “essential question”, elicit summaries, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or “other texts” they have read. Each text stands alone with its questioning.
	<p>REQUIRED</p> <p>5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade over time to advance and deepen student learning. <i>(Note: Not every standard must be assessed with every text.)</i></p>	NO	Skill based questions are asked but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author’s use of a literary element (writing about reading).
	<p>5d) Questions often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from text and in learning new vocabulary from every reading opportunity.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed</p>	<p>REQUIRED</p> <p>6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	Yes	Standards are met with a gradual release of responsibility for the student. Independent reading abilities are adequately assessed.
	<p>REQUIRED</p> <p>6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Yes	Rubrics are prevalent throughout any assessment area.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Each selection contains prereading various prereading strategies that will take less than 10% of the class time. Each strategy can be omitted or added depending on the students' needs. All strategies provide focus for students to relate to text/stories.
	<p>REQUIRED 7b) Read aloud materials must have the goal of students gaining full comprehension of complex text and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Read aloud materials appear to allow students to gain full comprehension of texts/stories and use strategies necessary to gain knowledge and understanding of text.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	No	Materials are not evident to direct teachers to return to focused parts of the text to guide students through rereading.
	<p>7d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	Differentiated Instruction is available for ELL, below, on, and above level students. Alternate teaching approaches are included as add-on documents.
	<p>7f) The materials are easy to use and cleanly laid out for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Reading selections are elegantly laid out for students and teachers. The digital teaching resources are beautifully created and easy to access. Non-digital native teachers may appreciate a digital lesson plan book as an alternate view to the icons.
	<p>7e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	Content is laid out week by week to easily fill a school year of instruction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent (based on what has been read or heard) and reflect the writing genres named in the standards.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Students engage in a full range of writing as outlined by the standards at each grade level and materials include multiple writing tasks. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p>	Yes	Students write multiple writing tasks for a variety of purposes.
	<p>REQUIRED 8b) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing, on-demand and process writing, etc.).</p>	Yes	Both short and longer writings are encouraged. This includes pieces that will need revision and publishing.
	<p>REQUIRED 8c) Materials build in opportunities for connections between writing, speaking and listening, reading, and the language standards. For example, students listen to a text being read, work collaboratively to develop a plan for writing, write independently filling out an answer frame, and then share their writing with a peer who reviews the writing against a word wall to ensure high frequency words are spelled correctly.</p>	Yes	Selections, grammar work, and writing all connect. Students are encouraged to peer-edit then publish their writing in a choice of formats.
	<p>REQUIRED 8d) Submissions address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	Yes	Writing is heavily linked to the selection, spelling, and grammar associated with the week’s lesson.
	<p>8e) Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	Yes	Materials to monitor student progress in the development of foundational skills for each student are abundant. Discussion ideas for teacher to student and student to student are prevalent.
	<p>8f) Materials engage students in shared research projects to develop the skills needed to conduct research independently in later grades.</p>	Yes	In some of the non-fiction selections, the writing piece attached leads students and teachers through conferencing routines that include teacher conferences, revisions, peer conferences, proof read/edit, and evaluate.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Materials should promote frequent and regular discussions about texts students have heard or read. Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for appropriate interactions and conversations with a variety of audiences in and out of the classroom.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 2, 3, and 4).</p>	Yes	Texts are in range of complexity, range, and quality for speaking and listening.
	<p>REQUIRED 9b) As a regular part of comprehension instruction materials build in frequent opportunities for a range of conversations and collaborations with peers about texts listened to or read.</p>	Yes	Peer conversations are encouraged throughout many aspects of a week's instruction.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. For example, through directions and modeling, materials encourage students to use academic language and grade-appropriate oral language conventions.</p>	Yes	Peer conferences are highly structured and encourage academic language with grade-appropriate conventions. The questions are reflective of the instruction in the reading of the week.
	<p>9d) Materials develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others.</p>	Yes	Peer conferences remind reviewers to listen carefully then gives them a variety of questions to start the peer review.
	<p>9e) Materials include a variety of authentic speaking and listening activities for student practice.</p>	Yes	Authentic speaking and listening activities are evident.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level.</p>	Yes	Grammar and language conventions are noted in detail for the grade level under “standards” and “objectives”.
	<p>REQUIRED 10c) Materials create opportunities for students to discover accurate usage patterns, compare them with their own (oral and written), and develop proficiency in usage and language conventions that build from one grade to the next.</p>	Yes	Abundant and varied materials to teach and evaluate grammar conventions. Students progressively develop proficiency in usage and language conventions.
	<p>REQUIRED 10d) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Students are encouraged to review an “expert writer” presented in a short video. Students then model their writing after the expert to develop language skills.
	<p>REQUIRED 10e) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Connections between language, writing, reading, and speaking/listening are evident. In writing, students are guided to review based upon the major reading standards of the week.
	<p>10b) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Multiple real world activities are scattered throughout the basal.

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

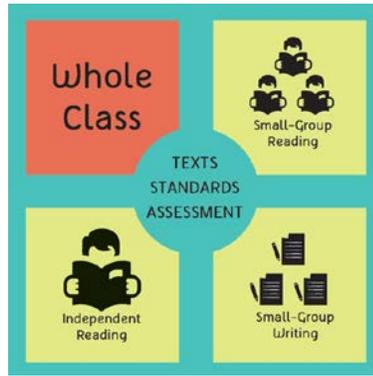
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Foundational Skills	1. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. Weekly lessons do not provide enough practice or application to develop proficient readers.
II: Text Selection	2. Complexity of Texts (Non-Negotiable)	Yes	Read aloud texts appear to align with requirements of complexity (i.e., exemplars of complexity, range, and quality).
	3. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	4. Range and Volume of Texts	Yes	Materials provide students with opportunities to gain purposeful meaning, build on knowledge and provide enjoyment.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment	Yes	Students can independently demonstrate the assessed grade-specific standards with grade-level text(s).
IV: Scaffolding and Support	7. Scaffolding and Support	No	Materials do not direct teachers to return to focused parts of the text to guide students through rereading.
V: Writing to Sources and Research	8. Writing to Sources	Yes	Multiple writing tasks serve a variety of purposes. Both short and longer writings are encouraged. Selections, grammar work, and writing all connect. Students are encouraged to peer-edit then publish their writing in a choice of formats.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Peer conversations are encouraged. Peer conferences are highly structured and encourage academic language with grade-appropriate conventions. Authentic speaking and listening activities are evident.
VII: Language	10. Language	Yes	There are abundant and varied materials to teach and evaluate grammar conventions (see details for the grade level under <i>standards and objectives</i>).
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Reading Wonders (ELA)

Grade: 3

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

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

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10 ¹ . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis ² were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.	Yes	Texts fall within the third grade level as measured quantitatively (e.g., a Lexile measure is provided for each selection). Read-aloud texts and leveled books engage students with the text. Text selections are available that can challenge most third grade readers. Leveled readers provide the same story written at a more complex level.
	REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B .	Yes	Read aloud texts are congruent with exemplars in Appendix B
	REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.	Yes	Texts appear to increase in complexity as units progress. Greater variability exists because of the read-alouds and listening skills required by the students.
Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge	REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.	No	The texts focus mainly on literature with some information, but there is nothing that appears content rich and well-crafted in different disciplines.
	REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and	No	There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
(ELA, social studies, science and technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	speaking about topics or ideas under study.		about a topic or idea.
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	No	Three stories are supplied for one week. One story is for teachers to teach students to close read, while the others are provided for practice of a specific skill. There is no anchor text referred back to throughout the unit.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Most selections are previously published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Literature seems to be a 50%/50% split between informational and fiction. Science and Social Studies topics are noted in the table of contents for each informational selection.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Texts are of different formats, genres, and formats.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	Yes	Informational texts follow an informational text structure. There are a few exceptions to this found throughout the basal.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Opportunities for accountable, independent reading are abundant. Interesting texts provide motivation to build stamina and enjoyment in reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Phonic patterns and word analysis is heavily emphasized. These skills are subsequently taught to allow access information from the selection
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Grade level morphology (such as root words, affixes, and parts of speech) is abundant throughout the reading instruction. Decoding multisyllabic words is a key feature on a weekly basis. Irregular spelling patterns are addressed at appropriate locations and in spelling work.
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	Fluency lessons are infrequent, and do not provide enough opportunity for students to build oral or silent reading fluency. Fluency lesson are taught outside of the reading lesson. Texts are used to model and practice by rereading, but this is done it isolation.
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Students are normally asked to fill out a graphic organizer for each selection read by them or to them. Essential questions guide student expectations of the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most of the questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as paraphrasing and summarizing. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the <i>essential question</i> , elicit summaries, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or <i>other texts</i> they have read. Each text stands alone with its questioning.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (Note: not every standard must be assessed with every text.)</p>	No	Skill based questions are asked but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author’s use of a literary element (writing about reading).
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure</p>	Yes	There is a gradual release of supporting scaffolds for students to measure their independent abilities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	their independent abilities.		
	REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Educators can generate assessments based on specified parameters, including progress through the CCSS program curriculum, specific standards, or question complexity. Scoring guides and student work exemplars included.
	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	Varied modes of assessment are available (e.g., pre-, formative, summative, and self-assessments).
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Unbiased and accessible methods via materials

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	Yes	Pre-reading activities and suggested approaches scaffold and focus and engage learners with understanding of the text itself.
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	Reading strategies support comprehension of specific text, anchor text and focus on building knowledge and insight.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	Materials regularly direct teachers to return to focused parts of anchor text to guide students through rereading, rich discussions and writing and events and information.
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	The materials are easy to use and cleanly laid out. Reading selections are centrally located and the center of focus.
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	Yes	There are materials for supporting students' needs at varying levels. Differentiated small group instruction and alternate teaching methods, suggestions for remediation with suggested strategies
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	The content is laid out to be completed in one academic year (3 rd grade).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majorities of written tasks is text-dependent and reflect the writing genres named in the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>	Yes	A variety of written tasks require students to analyze and synthesize sources as well as to present careful analysis, well-defended claims and draw on textual evidence to support inferences from texts.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>	Yes	The Reading/Writing Workshop addresses the main strands of the Common Core: close reading, analytical writing, and collaborative conversations.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>	Yes	Writing opportunities are abundant with varying lengths and time demands including short-answer, formal essay on-demand and process writing.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	Materials build opportunities for connections and alignment between writing, speaking and listening, reading and the language standards. This is clearly evident the writing/reading workshop mini-lessons provided in each unit.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>	Yes	<i>Research and Inquiry</i> lessons provide students with opportunities to collect, analyze, and evaluate information. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and apply research skills.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).	Yes	Texts meet the criteria for complexity, range and quality of text.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.	Yes	Materials are conducive to engaging students effectively in a range of conversations and collaborations, expressing well-supported ideas and building on others' ideas.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.	Yes	Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.	Yes	Materials develop active listening skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>	Yes	Materials address grammar and language conventions as specified by the language standards per each grade level and build on standards from previous grades.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>	Yes	Materials expect students to confront their own error patterns in usage and conventions and correct them; one specific place is in writers' workspace.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>	Yes	Materials encourage students to examine the language of texts and model their own writing after texts they are listening to or reading. Writers journal and writing workshop to develop more complex sentence structure noted.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>	Yes	Materials build in frequent opportunities for connections and alignment between the language, writing, reading, speaking and listening standards. Materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>	Yes	Many opportunities to make real-world connections and practice with natural language provided.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Texts appear to increase in complexity as units progress. Greater variability exists because of the read-alouds and listening skills required by the students.
	2. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	3. Range and Volume of Texts	Yes	Texts are of different formats, genres, and formats.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. Weekly lessons do not provide enough practice or application to develop proficient readers.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment	Yes	Varied modes of assessment noted including pre-formative, summative and self-assessment measures.
IV: Scaffolding and Support	7. Scaffolding and Support	Yes	Materials regularly direct teachers to return to focused parts of texts to guide students through rereading, rich discussions and writing and events and information.
V: Writing to Sources and Research	8. Writing to Sources	Yes	<i>Research and Inquiry</i> lessons provide students with opportunities to collect, analyze, and evaluate information. Students will work collaboratively to extend their unit knowledge, practice written and oral presentations, and apply research skills.
VI: Speaking and Listening	9. Speaking and Listening	Yes	Materials are conducive to engaging students effectively in a range of conversations and collaborations, expressing well-supported ideas and building on others’ ideas.
VII: Language	10. Language	Yes	Materials expect students to confront their own error patterns in usage and conventions and correct them; one specific place is in writers’ workspace.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

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

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



Title: Reading Wonders (ELA)

Grade: 4

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Quality of Texts (Non-Negotiable)
	Foundational Skills (Non-Negotiable*)
	Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a)Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis²were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Texts fall within grade-level complexity bands. Lexile and ETS Text Evaluator scores were used to measure text complexity.
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	90% of texts are aligned with grade level.
	<p>REQUIRED 1c)Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Text complexity across the grade level is evident.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The texts focus on literature with some information, but nothing that is content rich and well-crafted in different disciplines.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	No	There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	No	Three stories are supplied for one week. There is no anchor text referred back to throughout the unit.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Nearly all texts are published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Materials provide a balance between literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Each unit has a Reading Digitally lesson in which students are instructed using resources from the website including links roll over graphs, and videos.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	No	Many of the nonfiction selections are in narrative form.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Complex texts, leveled texts, and extended tests are provided for daily sustained silent reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Texts range from L610 to L1000, with all requiring students to use grade-level phonic patterns and word analysis skills.
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Materials provide systematic lessons on grade level morphology, decoding, syllabication, and regular and irregular spellings. However, it should be noted that these lessons are short, isolated, and infrequent.
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	Fluency lessons are infrequent, and do not provide enough opportunity for students to build oral or silent reading fluency. Fluency lesson are taught outside of the reading lesson. Texts are used to model and practice by rereading, but this is done in isolation.
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Reading purpose is determined before readings, and materials guide student to read for understanding. However, this understanding is at the surface level only and tasks are strategy based.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as paraphrasing and summarizing what was read. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the <i>essential question</i> , elicit summaries, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or <i>other texts</i> they have read. Each text stands alone with its questioning.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (Note: not every standard must be assessed with every text.)</p>	No	Skill based questions are asked, but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author's use of a literary element (writing about reading).
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
<p>9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria were not met.

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

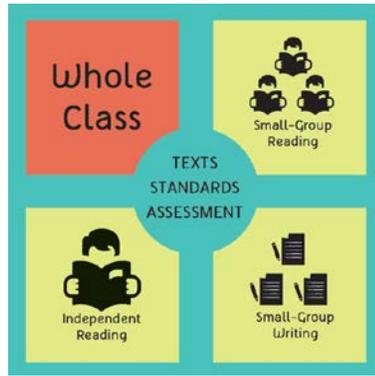
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Texts are within grade-level complexity bands based on Lexile levels and ETS Text Evaluation scores provided.
	2. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	3. Range and Volume of Texts	Yes	Although many of the informational text are in narrative form, for the most part materials reflect a distribution of text types and genres.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. Weekly lessons do not provide enough practice or application to develop proficient readers.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Reading Wonders (ELA)

Grade: 5

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
Complexity of Texts (Non-Negotiable)	Quality of Texts (Non-Negotiable)
	Foundational Skills (Non-Negotiable*)
	Text-Dependent Questions (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis²were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Lexile measures and ETS Text Evaluator scores were used to measure text complexity. Texts fall within grade-level complexity bands (i.e., ranging from L720-L1030).
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	90% of texts are aligned with grade level.
	<p>REQUIRED 1c) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	An increase in text complexity across the grade level is evident.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	Yes	The texts focus mainly on literature with some information, but nothing is content rich and well-crafted in different disciplines.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	No	There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea. There are many topics that are related but

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			did not build knowledge.
	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	No	Three stories are supplied for one week. One story is for teachers to teach students to close read, while the others are provided for practice of a specific skill for the week. There is no anchor text that is being referred back to throughout the unit.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Nearly all texts are published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Materials provide a balance between literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Each unit has a <i>Reading Digitally</i> lesson in which students are instructed using resources from the website including links, roll over graphs, and videos.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	No	Many of the nonfiction selections are in narrative form.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Complex texts, leveled texts, and extended tests are provided for daily sustained silent reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED 4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Texts range from L720-L1030, all requiring students to use grade-level phonic patterns and word analysis skills.
	<p>REQUIRED 4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED 4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Materials provide systematic lessons on grade level morphology, decoding, syllabication, and regular and irregular spellings. However, these lessons are short, isolated, and infrequent.
	<p>REQUIRED 4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	Fluency lessons are infrequent, and do not provide enough opportunity for students to build oral or silent reading fluency. Fluency lesson are taught outside of the reading lesson. Texts are used to model and practice by rereading, but this is done in isolation.
	<p>REQUIRED 4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Reading purpose is determined before readings, and materials guide student to read for understanding. However, this understanding is at the surface level only and tasks are strategy based.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most of the questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as paraphrasing and summarizing what was read. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the <i>essential question</i> , elicit summaries, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or <i>other texts</i> they have read. Each text stands alone with its questioning.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (Note: not every standard must be assessed with every text.)</p>	NO	Skill based questions are asked but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author's use of a literary element (writing about reading).
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
<p>7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.		Not evaluated. Non-negotiable criteria were not met.
	8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria were not met.

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

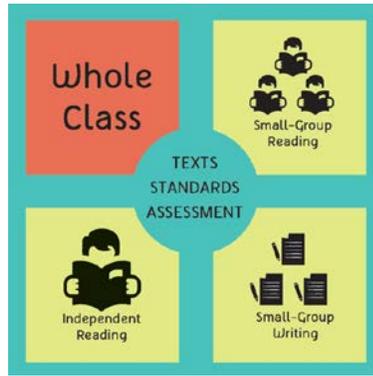
Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Foundational Skills (as applicable), Complexity of Texts, Quality of Texts, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Texts are within grade-level complexity bands based on Lexile levels and ETS Text Evaluation scores.
	2. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	3. Range and Volume of Texts	Yes	Although many of the informational text are in narrative form, for the most part materials reflect a distribution of text types and genres.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. These weekly lessons do not provide enough practice or application to develop proficient readers.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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

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



Title: Reading Wonders (ELA)

Grade: 6

Publisher: McGraw-Hill School Education, LLC

Copyright: 2014

Overall Rating: Tier III, Not representing quality

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

STRONG	WEAK
<u>Complexity of Texts</u> (Non-Negotiable)	<u>Quality of Texts</u> (Non-Negotiable)
	<u>Foundational Skills</u> (Non-Negotiable*)
	<u>Text-Dependent Questions</u> (Non-Negotiable)

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1-10 may not apply.)

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. COMPLEXITY OF TEXTS: Materials present a progression of complex texts as stated by Reading Standard 10¹.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a)Materials provide texts that fall within grade-level complexity bands, indicating that quantitative measures and qualitative analysis²were used in selection of texts. Poetry and drama are analyzed only using qualitative measures.</p>	Yes	Lexile and ETS Text Evaluator scores were used to measure text complexity. Most Lexile scores range from L510 -L1210 (i.e., within grade-level complexity bands).
	<p>REQUIRED 1b) Texts for each grade align with the requirements outlined in the standards and with the complexity of exemplars provided in Appendix B.</p>	Yes	Most texts are aligned with grade level and progress from slightly below grade level requirements to slightly above.
	<p>REQUIRED 1c)Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	Text complexity increases across the grade level band and within the grade level units.
<p>Tier 1 and 2 Non-Negotiable 2. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to advance students toward independent reading of grade level texts and build content knowledge (ELA, social studies, science and</p>	<p>REQUIRED 2a) 90% of texts are worth reading in the particular grade (i.e., serve an instructional purpose); they are content rich and well crafted, representing the quality of writing that is produced by authorities in the discipline and include texts from history/social studies, science, technical subjects, and the arts.</p>	No	The text mostly focuses on literature with some information but nothing that is content rich and well-crafted in different disciplines.
	<p>REQUIRED 2b) Materials provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics or ideas under study.</p>	No	There is a big idea at the beginning of each unit, but the big ideas are not scaffolded for students to gain systematic knowledge about a topic or idea.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
I. Text Selection			
technical subjects, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	REQUIRED 2c) Within a sequence or collection of texts, specific anchor texts of grade-level complexity are selected for multiple, careful readings.	No	Three stories are supplied for one week. There is no anchor text that is being referred back to throughout the unit.
	2d) Nearly all texts are previously published rather than “commissioned.”	Yes	Nearly all texts are published.
3. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards: Text types and genres generally reflect the definitions provided on page 31 (grades K-5) and page 57 (grades 6-12) of the standards and included in the text of the standards (e.g., RL.2.9 , RL.9-10.6 , RI.7.7 , or RI.11-12.9). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 3a) In grades K-12, ELA materials seek a balance in instructional time between 50% literature/ 50% informational texts.	Yes	Materials provide a balance between literature and informational text.
	REQUIRED 3b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths.	Yes	Each unit has a <i>Reading Digitally</i> lesson in which students are instructed using resources from the website including hyperlinks, roll over pop ups, maps and videos.
	3c) Materials include many informational texts with an informational text structure rather than a narrative structure; grades 6-12 include literary nonfiction.	No	Many of the nonfiction selections are in narrative form such as narrative nonfiction and biographies.
	3d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	Complex texts, leveled texts, and extended tests are provided for daily sustained silent reading.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
II. Foundational Skills (grades 3-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>REQUIRED</p> <p>4a) Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Yes	Texts range from L510 to L1210, all requiring students to use grade-level phonic patterns and word analysis skills.
	<p>REQUIRED</p> <p>4b) Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	No	Phonics and word analysis skills are taught in isolation in whole group and small group lessons. These skills are not applied to text or in context when reading.
	<p>REQUIRED</p> <p>4c) Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Yes	Materials provide systematic lessons on grade level morphology, decoding, syllabication, and regular and irregular spellings. However, these lessons are short, isolated, and infrequent.
	<p>REQUIRED</p> <p>4d) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	No	Fluency lessons are infrequent, and do not provide enough opportunity for students to build oral or silent reading fluency. Fluency lesson are taught outside of the reading lesson. Texts are used to model and practice by rereading, but this is done in isolation.
	<p>REQUIRED</p> <p>4e) Materials guide students to read grade-level text with purpose and understanding.</p>	Yes	Reading purpose is determined before readings, and materials guide student to read for understanding. However, this understanding is at the surface level only and tasks are strategy based.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
<p>Non-Negotiable 5. TEXT--DEPENDENT QUESTIONS: Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>REQUIRED 5a) At least 80% of all questions in the materials are text-dependent questions; student ideas are expressed through both written and spoken responses.</p>	No	Most of the questions are not text dependent and do not require students to go back in the text and review information. Even when questions require students to go back to the text, they are asked to complete simple tasks such as paraphrasing and summarizing what was read. Tasks provided are simple graphic organizers that do not build upon information learned.
	<p>REQUIRED 5b) Coherent sequences of text-dependent questions elicit sustained attention to the text and its illustrations (as applicable), its impact (including the building of knowledge), and its connection to other texts.</p>	No	Sequences of questions refer to the <i>essential question</i> , elicit summaries, and concentrate on genre. Connections between texts are often superficial and non-specific, most relating to the essential question and asking students to connect the text to the world or <i>other texts</i> they have read. Each text stands alone with its questioning.
	<p>REQUIRED 5c) Questions include the language of the standards, and assess the depth and complexity required by the standards at each grade-level over time to advance and deepen student learning. (Note: not every standard must be assessed with every text.)</p>	NO	Skill based questions are asked but do not include the language of the standards. Questions seem to follow the same pattern, summary, genre, vocabulary or author’s use of a literary element (writing about reading).
	<p>5d) Questions and tasks often begin with comprehension of the text before focusing on interpretation or evaluation.</p>	No	Questions begin with a summary task, but do not elicit questions to assess comprehension before focusing on interpretation or evaluation.
	<p>5e) Questions support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts to determine meaning from texts and in learning new vocabulary from reading.</p>	No	Each selection has one question requiring students to determine the meaning of a word from the text, but academic language and syntax are not addressed.
<p>6. ASSESSMENT: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards</p>	<p>REQUIRED 6a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 6b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
III. Questions and Tasks			
with appropriately complex text(s). <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 6c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		Not evaluated. Non-negotiable criteria were not met.
	6d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
IV. Scaffolding and Support			
7. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7b) Materials do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 7d) The materials are easy to use and cleanly laid out for students and teachers. Each page of the submission adds to student learning rather than distracts from it. The reading selections are centrally located within the materials and obviously the center of focus.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
	<p>7e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, remediation strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>7f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
V. Writing to Sources and Research			
<p>8. WRITING TO SOURCES: The majority of written tasks are text-dependent and reflect the writing genres named in the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) A vast majority of written tasks at all grade levels require students to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information, drawing on textual evidence and to support valid inferences from text.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8b) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as well as blended modes (i.e., analytical writing); narrative prompts decrease in number and increase in being based on text(s) as student progress through the grades, e.g., narrative description (text-based, chronological writing) rather than imaginative narratives.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8c) Writing opportunities for students are prominent and varied in length and time demands (e.g., notes, summaries, short-answer responses, formal essays, on-demand and process writing, etc.).</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 8d) Materials build in opportunities for connections and alignment between writing, speaking and listening, reading, and the language standards. For example, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>8e) Materials engage students in many short research projects annually to develop the expertise needed to conduct research independently.</p>		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VI. Speaking and Listening			
9. SPEAKING AND LISTENING: Oral tasks must be text-dependent and materials for speaking and listening must reflect true communication skills required for college and career readiness. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 9a) Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (Criteria 1, 2, and 3).		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9b) Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others' ideas.		Not evaluated. Non-negotiable criteria were not met.
	REQUIRED 9c) Materials build in frequent opportunities for connections and alignment between speaking and listening, reading, writing, and the language standards. Examples: Materials build in frequent opportunities for discussion about texts and, through directions and modeling, encourage students to use academic language and grade-appropriate oral language conventions; materials require students to gather and use evidence to orally present findings from research.		Not evaluated. Non-negotiable criteria were not met.
	9d) Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.		Not evaluated. Non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
VII. Language			
<p>10. LANGUAGE: Materials must adequately address the Language standards for the grade, including through unpacking the vocabulary and syntax of text(s) (indicator 5e) as models of language use.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 10a) Materials address the grammar and language conventions specified by the Language standards at each grade level and build on those standards that build from previous grade levels, as indicated by pages 30 and 56 of the standards.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10b) Materials expect students to confront their own error patterns in usage and conventions (oral and written) and correct them.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10c) Materials encourage students to examine the language of texts (vocabulary, sentences, structure) and model their own writing after texts they are listening to or reading as a way to develop more complex sentence structure and language usage.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>REQUIRED 10d) Materials build in frequent opportunities for connections and alignment between the language standards, writing, reading, and speaking and listening. For example, through directions and modeling, materials encourage students to use grade-appropriate language conventions when speaking and writing about texts.</p>		Not evaluated. Non-negotiable criteria were not met.
	<p>10e) Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p>		Not evaluated. Non-negotiable criteria were not met.

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

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

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

FINAL EVALUATION			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Y/N	Final Justification/Comments
I: Text Selection	1. Complexity of Texts (Non-Negotiable)	Yes	Most texts are within grade-level complexity bands based on Lexile levels and ETS Text Evaluation scores.
	2. Quality of Texts (Non-Negotiable)	No	Texts are not content rich, scaffolded for students to gain systematic knowledge, or referred back to throughout the unit.
	3. Range and Volume of Texts	Yes	Although many of the informational text are in narrative form, for the most part materials reflect a distribution of text types and genres.
II: Foundational Skills	4. Foundational Skills (Non-Negotiable*)	No	Foundational skills are taught in isolation. These weekly lessons do not provide enough practice or application to develop proficient readers.
III: Text-Dependent Questions and Tasks	5. Text-Dependent Questions (Non-Negotiable)	No	Less than 80% of questions are text dependent. Tasks lack the rigor required by the standards.
	6. Assessment		Not evaluated. Non-negotiable criteria were not met.
IV: Scaffolding and Support	7. Scaffolding and Support		Not evaluated. Non-negotiable criteria were not met.
V: Writing to Sources and Research	8. Writing to Sources		Not evaluated. Non-negotiable criteria were not met.
VI: Speaking and Listening	9. Speaking and Listening		Not evaluated. Non-negotiable criteria were not met.
VII: Language	10. Language		Not evaluated. Non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>			

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