



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade/Course: **K-5**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

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

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

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

Click below for complete grade-level reviews:

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

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

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

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

[Grade 4 \(Tier 1\)](#)

[Grade 5 \(Tier 1\)](#)

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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Grade: **K**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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			<p>the continents, geographical features, customs and culture, travel, and animals. During the module, students compare and contrast different sources of the same topic, read maps, collect and organize evidence, make connections between texts, and write an opinion paragraph.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 4, The Continents, Lesson 25, the teacher divides the class into pairs and distributes a copy of the text, <i>South America</i> by Rebecca Hirsch. Students engage in Partner Reading, sharing responsibility for the text as they respond to various Text Dependent Questions (TDQ) related to the words and pictures on pages 16-21. Students Think–Pair–Share about TDQs such as, “How does the picture on page 16 help us understand where monkeys live? What makes you think so?” and “How does this picture show us the details we just read? Are there details in the words that you do not see in this picture?” Students work in pairs once again later in the lesson as they prepare to collect evidence for Focusing Question Task 4. The teacher rereads pages 16-21 and page 30 aloud while pairs use sticky notes to</p>

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

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

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

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

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

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



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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Continents, Lessons 16 -21, students engage with the text, <i>Why Mosquitoes Buzz in People's Ears</i>. Over the course of the lessons, students use the texts and engage in activities to prepare for and complete parts of the Focusing Question Task 3, in which students write an opinion piece about their favorite character and respond to "How can a story transport you to a different place?" Students work in groups to collect evidence on the characters in the text and add the evidence to the Evidence Organizer Chart. Students then respond to a peer's writing from their Response Journal in which they responded to an illustration in the text. Before doing so, the teacher displays the Sharing Our Writing Anchor Chart which states "Share and listen" and "Give a Compliment." In the next lesson, students collect evidence on the character's actions and begin the first part of the Focusing Question Task. Students analyze words and illustrations as they teacher asks questions such as, "Do the illustrations in a text move? How can we figure out how the animals are moving in this text?" Students read through portions of the text and use the words and illustrations to learn more about the animal's movement. The teacher then asks "What words did you hear to describe how the iguana moves?" At the end of the lesson, students execute Part 1 of the task by writing and illustrating "one sentence about what part of the story the illustration on pages 17-18 depict." In the</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.		
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	N/A	

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4h) Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</b></p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i) Foundational Skills materials are varied, abundant, and easily implemented so that teachers can spend time, attention, and practice with students who need foundational skills supports.</b></p>	N/A	

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b> Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	<p><b>Yes</b></p>	<p>Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 4, the core texts include eight informational picture books, six of the eight texts are written by Rebecca Hirsch and include <i>Africa</i>, <i>Antarctica</i>, <i>Asia</i>, <i>Australia</i>, <i>Europe</i> and <i>South America</i>. The remaining two informational core texts include <i>Introducing North America</i> by Chris Oxlade and <i>World Atlas</i> written by Nick Crane. In addition to the core informational texts, there is one supplementary informational text, <i>When I was Young in the Mountains</i> by Cynthia Rylant. Students also engage with three literary picture books, <i>Moon Rope</i> by Lois Ehlert, <i>The Story of Ferdinand</i> by Munro Leaf and <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i> by Verna Aardema. The informational texts within this module engage students in knowledge building and provide students the opportunity to research and gather information about various concepts related to the module topic. In Lesson 32, students begin working on Part 1 of their End-of-Module Task where they sort the core texts they have worked</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with in the module as an informational text or a storybook. In Lesson 33, students work on part 2 of their End-of-Module Task in which they create a travel brochure on the continent of their choice. Using an evidence organizer, students write an opinion statement on their continent of choice. In Module 2, students analyze character and setting in written texts, but they also apply the same skills to two paintings. Students engage with two informational picture books, three literary picture books, and one poem. <i>Three Little Pigs, adaptation</i> by Raina Moore, “emphasizes the relationship between the three pig brothers and their individual characteristics before dramatizing their encounter with the big bad wolf.” This literary story allows students to study story structure and characterization early on in the module. <i>Farm Animals</i> by Wade Cooper is an “informational text with quirky animal portraits, a bright design, and lots of animal facts...” This text provides students with background knowledge about farm animals as well as practice with rhymes. Students use the words and illustrations in this text to understand information. Remaining core texts include, informational text, <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen, literary texts, <i>The Little Red Hen</i> by Jerry Pinkney and <i>The Three Billy Goats Gruff</i> by Paul Galdone and supplementary text, the poem “Morning is Come.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p><b>Yes</b></p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, students read and analyze the core texts, <i>My Five Senses</i> by Aiki, <i>My Five Senses</i> by Margaret Miller, <i>Rap a Tap Tap</i>, <i>Chicka Chicka Boom Boom</i> and <i>Last Stop on Market Street</i>. Supplementary Texts include, “Great Depression” from the Children’s Encyclopedia and “The Harlem Renaissance” in Britannica Kids. Additionally, students examine two paintings, “Flower Day” and “Le Gourmet” as well as watch three videos, “Bojangles Step Dance,” “Chicka Chicka Boom Boom,” and “Eight-Year-Old Tap Prodigy Little Luke”. In Module 3, students engage with seven core texts, <i>Communication Then and Now</i>, <i>Home Then and Now</i>, <i>Now &amp; Ben: The Modern Inventions of Benjamin Franklin</i>, <i>School Then and Now</i>, <i>Transportation Then and Now</i>, <i>When I was Young in the Mountains</i> and <i>The Little House</i>. Along with the core texts students listen to three songs, “Engine on the Track,” “This Land Is Your Land,” and “You’re a Grand Old Flag,” and explore one website, “About Cynthia Rylant.” Supplementary texts also include paintings, photographs, a poem and a video. Module 4 includes eight informational picture books and three literary picture books. Students also engage supplemental print and non-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			print texts including one article, three paintings, three photographs, an information picture books, a poem, a quotation, two songs, and four videos.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 1, the teacher distributes and reviews the Volume of Reading Reflection Questions and explains that students should consider the questions as they read independently and respond to them when they finish a text. Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, such as <i>Rain</i> by Manya Stojic, <i>The Snow Day</i> by Ezra Jack Keats, and <i>Owl Moon</i> by Jane Yolen. In Module 4, Lesson 23, students practice fluency with an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>excerpt from <i>Moon Rope</i>, an excerpt of a conversation between Fox and Mole from the text. The teacher reads aloud the title and the first line of the text, tracking the words with their finger. Students Echo Read and practice the line several times independently. The lesson concludes with the assigning of a home-reading routine. In Module 2, Appendix D: Volume of Reading provides a list of fourteen picture books to support the module theme, Once Upon a Farm. These texts can be used for small group instruction as well as independent reading. Volume of Reading Reflection questions are included in the back of the Student Workbook.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening, speaking, and writing. For example, Module 3, Lesson 14, students Think-Pair-Share the question, “Why do we need a topic statement in our informative writing?” After discussing with their partners, students participate in a whole group share out. The</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teacher displays and reads aloud the Craft Question, “How do I write a topic statement?” Students listen to an informative paragraph read-aloud and discuss what the paragraph is missing. The teacher rereads, prompting as needed to support students in recognizing that the paragraph is missing the topic statement. Students consider two sentences to use as the topic statement for the paragraph, “There are many cities.” and “Cities grow over time.” During a Think-Pair-Share, students discuss the question, “Which sentence would be a good topic statement for our paragraph? Why?” Once the class chooses the correct sentence, the class works together to write a topic statement for their Focusing Question Task. In Module 4, Lesson 15, students participate in a Socratic Seminar on their learning of Antarctica. In a whole group share out, students answer the question, “How can I show my understanding in a Socratic Seminar?” before getting started with their seminars. In groups of four to six students, the following opening question is introduced: “Imagine you are visiting Antarctica. Which natural feature would you explore? Why?” Students use the core text, <i>Antarctica</i> to support the students with naming an example as well as the description. Midway through the discussion, the teacher introduces the second discussion question, “What would you pack in your suitcase to take on your trip to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Antarctica? Why?" Throughout the seminar, the teacher uses the Speaking and Listening rubric as a guide to record anecdotal notes.
	<p><b>Required *Indicator for grades 3-12 only</b></p> <p><b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	N/A	Not applicable to this grade level.
	<p><b>Required</b></p> <p><b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	Yes	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Within each Module, lessons address various modes of writing across a year which include opinion, informative/explanatory, and narrative writing. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, in Module 3, students engage with informative writing structures within each of the five Focusing Question Tasks, which support students in successfully completing the End-of-Module Task. In Focusing Question Task 1, students develop an informative sentence by completing a sentence frame comparing their experiences to that of the main character of the core text, <i>When I was Young in the Mountains</i> . Then in Focusing Question Task 2, students demonstrate their understanding of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>informative paragraph structure to write an informative paragraph describing how school in America has changed over time using evidence from <i>School Then and Now</i>. In Lesson 29, students finish executing the End-of-Module Task. In the previous lesson, students choose their topic from one of the various core texts in the module and complete their topic statement for their informative paragraph, using the topic paragraph structure. Students determine that they still need to write two detail sentences and their conclusion statement to complete their End-of-Module Task. Before they begin writing, students verbally rehearse their detail sentences with a partner and then complete the End-of-Module Task individually. On Assessment 28A, students write one detail about their topic long ago and write one detail about their topic now with drawings to match. As a class, students synthesize a conclusion statement to finish their paragraphs. In Module 4, student writing tasks focus on opinion writing using various informational texts introduced throughout the module. For Focusing Question Task 1, students use the informational texts, <i>Asia</i> and <i>Europe</i>, both written by Rebecca Hirsch, to gather information to form an opinion in order to write an opinion statement about whether Asia or Europe has the most interesting things to do. The Focusing Question Task 2 introduces students to the opinion paragraph structure used throughout the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lessons. Using information from core texts, students apply the skills they learned to complete Focusing Question Task 1 to draft an opinion paragraph about whether Africa or Antarctica has the most interesting natural features. Additionally, Focusing Question Tasks 3-5 are broken down into various parts, and students continue to use the opinion paragraph structure to complete the assessment as well as multiple core texts. All of these tasks prepare students for the End-of-Module Task where they apply the knowledge of various text types to sort their module texts by informational or story book in Part 1. In Part 2, students use the opinion paragraph writing structure that they have worked with throughout the module to create a travel brochure explaining why someone should visit their continent of choice using evidence from core texts.</p>
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<p><b>Yes</b></p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>study of the texts and writings produced which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. Module 1 Language Goals include the following: “ask questions about key details in texts using the question words who, what, where, when, why, and how” “write the letter that represent most phonemes and apply them to their own writing and drawing” “expand their understanding of word meanings through discussion and real-life connections” and “use words acquired through reading and apply them to conversations about the text.” In Module 1, Lesson 6, Deep Dive, students ask and answer questions about the key vocabulary in <i>My Five Senses</i> by Alike. The activity introduces the vocabulary words wherever, whatever, and every in the first paragraph of the text. The teacher introduces two sentence frames for students to use to ask a question about the vocabulary words. Sentence frames include, “What does ___ mean?” and “How does a ___ work?” The teacher models a Think-Aloud, with the vocabulary word wherever and using the first sentence frame. Students participate in a whole group share-out of what they already know about the word wherever. Students Choral Read an abbreviated version of the first sentence of page 32 of the text, reinforcing the definition of wherever. Students repeat this process with the remaining vocabulary words during a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Think-Pair-Share with their partner. The Deep Dive concludes as the teacher reinforces what the paragraph in the text means. Module 3, Language Goals include the following: “produce and expand sentences using frequently occurring nouns and verbs. Including regular plural nouns.” “Capitalize the word I in a sentence.” and “Spell words phonetically, drawing on sound-letter relationships.” For example, in Lesson 4, students experiment with writing about the past. The teacher prompts students to think about the following situations: “something they did with a grandparent or special adult in their life” “something they did last summer” or “a special holiday memory.” Once they have thought about it, students share one of the memories with a partner before recording the memory in their Response Journal. Teachers encourage students to use all the letter sounds they know to spell their words and to capitalize I in their sentences.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 2 students complete</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>two New-Read Assessments. In Lesson 24, students engage in New-Read Assessment 2. Before completing the assessment, students listen actively to the text, <i>The Three Billy Goats Gruff</i>. Throughout the module, students engage with other narrative texts building their skills with story elements. Within the assessment, students demonstrate their abilities to identify the different story elements in the text. The assessment is divided into two parts. Part 1 requires students to circle the characters, circle the setting, draw a picture of the problem and draw a picture of the resolution. For Part 2 of the assessment, the students orally retell what happens within the text. Teachers encourage students to use the text for their retelling as well. In Module 4, Continents, students engage in four Focusing Question Tasks that include elements that support success on the End-of-Model Task. For example, in Focusing Question Task 1, students “write an opinion statement about which continent, Asia or Europe, has the most interesting things to do.” This task helps prepare students for the End-of-Module Task as they use informational texts to gather information in order to form an opinion, and they demonstrate understanding of how to form an opinion statement. In Part 2 of the Focusing Question Task, students use information from the text to form and support their opinion and write an opinion statement about which continent, Africa or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Antarctica, has the most interesting natural features. Additionally, in Module 4, Lesson 26 Deep Dive, students demonstrate understanding of grade-level vocabulary by completing Vocabulary assessment 1. Students listen to a question that contains the vocabulary word and respond with yes or no. Vocabulary words include: continent, tallest, stick, amazing, “giant”, and “returned.”</p>
	<p><b>Required</b>  <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, over the course of lessons within Module 3, students gain knowledge about how America has changed over time and how people still need to meet their needs. Students compare the present and past of the following topics: home life, school life, transportation, and communication. On the End-of-Module Task, students create and present a poster and an informative paragraph explain how one of the topics discussed in the lessons, home, school, communication, and transportation, have changed over time in America. Specifically, in Module 3, Lesson 30, students complete Part B of the culminating End-of-Module Task. In a previous lesson, students create an informative poster on how the topic of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>choice in America has changed over time. In Part B, students showcase the speaking and listening skills that they have developed throughout the module. Success Criteria for the presentation includes: presenting their sentences in TopIC order, accurately using noun and verbs to produce the sentences verbally, using regular plural noun and referencing their drawing to provide additional detail about the topic while presenting. Before beginning the presentations, the students discuss the question, “Why did we include drawings on our posters?” The teacher also reinforces the Craft Question, “How do I use drawings to help explain my End-of-Module Task?” explaining to students to reference their drawings during their presentations. In Module 4, students examine what makes the world fascinating. Throughout the module, students focus on the following questions: “What interesting things can people do in Europe and Asia?” “What interesting natural features can people see in Africa and Antarctica?” “How can a story transport you to a different place?” “What amazing animals can people see in South America and Australia?” “Why might people want to visit North America?” and “What makes the world fascinating?” In addition to building content knowledge, students compare and contrast two sources of information on the same topic, understand how an author supports a claim, and research information to help form an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opinion. The content knowledge and skills built over the course of the model prepare students to engage in the End-of-Module Task in which they use the evidence gathered during the lessons and the opinion they formed to create a travel brochure describing which continent they would like to visit. Specifically, in Lesson 32, students collect evidence for their End-of-Module Task. As a whole group students use an Evidence Organizer and the core texts to gather evidence for their culminating End-of-Module Task. Together, students research things to do and natural features for Africa, Antarctica, Europe and Asia. After filling out the first two columns, students then work together with a small group to locate information on the animals on one of the four continents. Each small group presents their collected evidence which is added to the class Evidence Organizer. Students continue to synthesize their learning in the next lesson as they begin the End-of-Module Task.</p>
	<p><b>Required</b>  <b>7c) Aligned rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-</p>

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			<p>Module Tasks. For example, in Module 1, Lesson 10, students complete Focusing Question Task 2, using a book that identifies how the main character from <i>My Five Senses</i> uses his five senses in the story. Students are initially introduced to the assessment in Lesson 9. During this lesson, students learn the criteria of success which states, “create a book about how the boy uses his five senses to learn about the world, choose one sense to write about, use cutting and pasting craft their sentence and draw text evidence to complete the frames.” Appendix C provides sample responses for the sentence frames and drawings students should produce as well as a Grade K Informative/Explanatory Writing Rubric that scores structure, development, and conventions from Does not yet meet expectations to Exceeds expectations. In Module 2, Lesson 29, students participate in Socratic Seminar 2. During the seminar, students “analyze the different story elements in <i>Three Little Pigs</i>, <i>The Little Red Hen</i>, and <i>The Three Billy Goats Gruff</i> to discuss what element in each story makes each a good story. The Major Assessments section of the Teacher’s Edition also provides elements that support success on their End-of-Module Task which include using text evidence to answer questions as well as their understanding of how story elements help develop a story. Appendix C includes a Socratic Seminar Grade K Speaking and Listening Rubric for teachers</p>

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			to use to score students during each of the two Socratic Seminars in the module. Students are scored on conventions, process, and listening from Does Not Yet Meet Expectations to Exceeds Expectations.
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<b>Yes</b>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. For example, in Module 3, Lesson 27 students begin working towards executing their End-of-Module Task. During the Learn section of the lesson, students engage in a gallery walk</p>



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			<p>of the module texts and artifacts. After the gallery walk, students Think-Pair-Share the question, “What was your favorite topic we learned about in this module? Why?” In order to prepare and plan for the End-of-Module Task, students engage in a Socratic Seminar with the opening question, “How did ___ in America change over time?” Students independently choose a topic and complete the top half of Handout 27A: End-of-Module Task Evidence Organizer by citing two pieces of evidence to support how their topic has changed over time. Students discuss their details and topic within a small group for the seminar. Once the seminar has concluded, students independently complete the bottom half of Handout 27A, citing two more pieces of evidence for their assessment for a total of four details. In Module 2, students complete five Focusing Question Tasks to prepare for the End-of-Module Task. For Focusing Question Task 1, students complete an informative fact card about one animal from the text, <i>Farm Animals</i>. Students also create a podcast detailing facts about the animal and why they chose the animal. During Focusing Question Task 2, students write an informative sentence about what happens on the farm in <i>The Year at Maple Hill Farm</i> in one season. During Focusing Question Task 3, students write two informative sentences describing one character’s trait and how they demonstrate it in <i>The Three Little Pigs</i>. To complete Focusing Question</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Task 4, students write a sentence describing a new problem the Little Red Hen may face and write a response to the problem and find a new resolution. Finally, in Focusing Question Task 5 students write two sequential responses to the problem to aid in completing a fictional narrative written by the class. The Focusing Questions Tasks support students in incrementally building content knowledge and skills to successfully complete the End-of-Module Task, writing an original narrative set on Maple Hill Farm about one animal discussed during the module.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, in Module 1, when first introduced to the End-of-Module Task, students review the Checklist for assessment 30A. This checklist provides students the opportunity to evaluate and reflect on their own writing and includes a self-check, peer check, and a teacher check. Students score themselves on various components of the End-of-Module Task. For example, for Reading Comprehension, students determine if they drew and labeled what a character learned about the world</p>

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			<p>using his senses and if they drew and labeled what they learned from the text with their senses of sight or hearing. Students mark a plus sign for yes and a triangle for no. This checklist is aligned to the rubric that teachers use in Appendix C. In Module 2, Lesson 11, students review the criteria for success for Focusing Question Task 2. The prompt states, “What happens during the winter, spring, summer, or autumn on the Maple Hill Farm?” In order for students to be successful on the assessment they must “demonstrate their ability to sort clothing images by season,” “draw a scene depicting what happens in <i>The Year at Maple Hill Farm</i> during one season including a picture of a person in seasonally appropriate clothing,” “use details from the text to create a detailed illustration of the setting of Maple Hill Farm in a particular season,” “rehearse and write one sentence, including a preposition about what is happening on the farm in their picture,” and “use phonetic spelling and upper- and lowercase letters as appropriate to create their sentences.” Throughout the lesson, students receive guidance to complete the steps of the task to ensure they are meeting the criteria for success. In Appendix C: Answer Keys, Rubrics, and Sample Responses, the criteria for success is restated and sample student responses are provided.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson’s learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, in Module 1, Lesson 12, students begin to engage with the core text, <i>Last Stop on Market Street</i> by Matt de la Pena. The lesson is launched with the question, “What does ‘last stop’ mean?” Background information is provided about the progression of a bus route. The teacher describes the process of a bus making multiple stops along a bus route, how the bus driver calls out the stops along the route, and how the last stop is at the end of the route. To solidify the background knowledge, students pretend to drive a bus</p>

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			<p>around the classroom while the teacher calls out bus stop names, such as first stop on Market Street, second stop, and last stop. The pre-reading activity concludes as the teacher calls the last stop on Market Street and then students move to the whole group meeting area to begin their read aloud of the text. In Module 3, Lesson 18, students engage in a ten minute pre-reading activity as the teacher introduces students to two informational texts, <i>Transportation Then and Now</i> and <i>Communication Then and Now</i>. The teacher first displays the front cover of <i>Transportation Then and Now</i> and asks students “Looking at the cover, what do you think transportation means?” Using student answers, the teacher reinforces the definition of transportation. Students then engage in a Think-Pair-Share to discuss how the pictures in the book can inform them about what transportation means. The teacher then reads the definition on page 2 to confirm that transportation is a “word that describes all of the ways that people move from one place to another.” Students then engage in a similar activity with the other information text, <i>Communication Then and Now</i>.</p>
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Reading strategies throughout modules support comprehension and build</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module’s knowledge building and goals. For example, in Module 3, Lesson 11, students express their understanding and record knowledge of the core texts, <i>Home Then and Now</i> and <i>School Then and Now</i>. Throughout this portion of the lesson, students look back through these core texts to help answer the Content Framing Question for the lesson. Students examine pages 10-11 in <i>Home Then and Now</i> and <i>School Then and Now</i> to understand how bathrooms and schools have changed in America. In a Think-Pair-Share, students discuss the question, “What important knowledge did you learn from our lessons on <i>Home Then and Now</i> and <i>School Then and Now</i>?” In their Knowledge Journals complete a chart detailing what they learned from the texts and what they learned to do as a writer and a reader in the lessons. The lesson concludes with students participating in a Mix and Mingle of the Content Framing Question, “How do <i>School Then and Now</i> and <i>Home Then and Now</i> build my knowledge of change in America.” In Module 4, Lesson 13, students work in pairs to identify the point the author is trying to make in the text, <i>Africa</i> by Rebecca Hirsch. Students Think-Pair-Share the question, “What is the author teaching us in this text? What does the author want us to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>learn about Africa?” The teacher reads page 27 aloud as students listen for words they think describes how the author feels about Africa. The teacher rereads the last line of page 27, emphasizing the word amazing. Students discuss what they think amazing means before the teacher provides the definition. Once the point of “Africa has amazing people, places and animals” is confirmed, students work in pairs to locate additional reasons to support the author’s point. The lesson concludes as students discuss the Content Framing Question, “What does a deeper exploration of Africa reveal about a point the author makes?”</p>
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author’s choices. For example, in Module 1, Lesson 16, the students prepare to participate in a Socratic Seminar. The teacher rereads page 11 of <i>Last Stop on Market Street</i>, emphasizing the dialogue of the main character, CJ. The teacher asks, “Where is CJ? Who is he talking to?” The teacher uses this discussion to introduce students to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>formal and informal language. Students identify how words and phrases they use at home differ from words and phrases they use at school and also use examples of informal and formal language from the text. Students reinforce this idea by participating in a Socratic Seminar on the text and focus on formal language. In Module 2, Lesson 14, students apply their knowledge of the story elements of character and setting during a close read of the painting, <i>American Gothic</i>. Students examine the painting to “read” it, discussing the following questions: “What do you see in this painting?” and “What do you notice about the characters in this painting?” Students take a closer look at the different parts of the scene, such as the foreground and background to identify what is happening in the painting. Students discuss and answer various TDQs about the foreground and background, such as, “Describe the clothes that the man and woman are wearing?” “What can we guess about these characters from looking at them closely? What makes you say that?” and “What can we tell about these people from the background or setting? Explain your thinking.” Additionally, foreground and background definitions are provided to the students and added to the module word wall.</p>
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing</b></p>	<p><b>Yes</b></p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>		<p>and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, in Module 3, Lesson 24, students work in pairs as to collect evidence for their Focusing Question Task. Students use the text <i>Now and Ben</i> to collect their evidence and craft a sentence about how a specific invention makes life easier or helps people in the present. Students engage in a Think-Pair-Share to answer the question, “How does this invention make life easier?” Students discuss their responses and write an informative sentence in their Response Journals. Additionally, the Teacher Guide provides a scaffold for students who struggle in creating an informative sentence. The teacher models how to create an informative sentence using the illustrations on page 25-26 of the text. Also, if students continue to struggle to write an informative sentence, Next Steps are provided for the teacher to allow students to verbally express their sentence, then create a drawing, and add informative labels. In Module 4, Lesson 13, Deep Dive, students experiment with expanding a sentence. Students practice making and expanding sentences by adding describing words as it is done in the text, <i>Africa</i>. Students first participate in a Think-Pair-Share for the following questions: “What is happening in this photograph?” and “Who is doing what?” Student</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>responses are recorded, and the teacher uses the student responses to model how to expand their sentences with descriptive words. Students work with a partner to practice making and expanding a sentence using describing words. The mini lesson concludes with a discussion as students answer the following questions: “How did you make complete sentences?” and “How did you expand your sentences with describing words?”</p>
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear understanding of how to answer the Essential Question. The Texts section includes a list of the Core and Supplementary texts used within the model. Core texts are the anchor of the module and provide the module’s key knowledge. Supplementary texts help to build necessary background knowledge, context, or diverse perspectives. Supplementary texts typically</p>

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			<p>include short handouts, digital print texts, videos, audio clips, and/or multimedia texts. They model varied genres not represented by the Core texts. The Module Learning Goals include a clear outline of the standards addressed and the goals students will achieve throughout the module. The Standards section provides the standards that students work towards mastering throughout the module. The Major Assessments section provides a clear picture of the summative and formative assessments that are embedded throughout a module. The assessments build on each other and support success on the culminating assessment, the End-of-Module Task. They focus on both content knowledge and skills. The Module Map, located in the Teacher Guide, serves as a variation of the scope and sequence. Each Lesson is a part of a Focusing Question Arc and contains a Lesson At a Glance. The Lesson At a Glance contains an Agenda, Standards, Materials, and Learning Goals. The lessons follow the sequence of Welcome, Launch, Learn, Land, and Wrap. Lessons also include Deep Dives. Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.</p>

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	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, in Module 2, Lesson 13, students engage with the core text, <i>Three Little Pigs</i> to complete Handout 13A: Story Stones. Students listen to a reading of a text and use their Story Stones to identify the various story elements within the text with an emphasis on the characters. Students place their story stone on each new character in the text as they come to it. If the students struggle to manage the books and the stone, teacher guidance notes that they should consider removing the texts from the students and encourage students to raise their hand with the corresponding story stone. After the read-aloud, students label one of the characters in their Response Journal on a Story Map. Students who are ready for an additional challenge can draw and label more than one character from the story which is identified as an Extension to</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the lesson. Next Steps, located in the Analyze portion of the lesson, state, “If students had difficulty identifying the characters in <i>Three Little Pigs</i>, provide additional practice with the Character Story Stones. Work with small groups of students and model how to use the Story Stone to identify the character of an alternate text.”</p> <p>In Module 4, Lesson 4 students experiment with writing an opinion statement. Initially, students engage in a Think-Pair-Share as they answer the following questions: “What is an opinion?” and “Why is it important to share your opinion?” The teacher uses the students’ responses to reinforce that an opinion conveys information about how a person thinks or feels about something. Students discuss multiple sentences and identify whether it is an opinion or not, such as, “Does the sentence ‘I think blue is the best color in the world’ give my opinion? Why or why not?” “I think the best sport to play is baseball.” and “I think I’ll drink some water now.” Students use the core text, <i>Asia</i>, to determine which animal from Asia is their favorite. The sentence frame, “My favorite animal in Asia is ____.” is provided as a scaffold in the Teacher Guide to support students during their Mix and Mingle of the text.</p>
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.” For example, pacing guidance for Module 2, Lesson 21 suggests 5 minutes for Welcome, 2 minutes for Launch, 58 minutes for Learn, 9 minutes for the Land, and 1 minute for the Wrap, for a total of 75 minutes for the core lesson and the additional 15 minutes for the Deep Dive.</p>

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

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

Section	Criteria	Yes/No	Final Justification/Comments
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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	<b>Yes</b>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.</p>
	2. Text-Dependent Questions	<b>Yes</b>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.</p>
	3. Coherence of Tasks	<b>Yes</b>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>16</sup>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality</b> <sup>17</sup>	5. Range and Volume of Texts	<b>Yes</b>	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials

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

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b></p>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **1**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text published in 2005 by Boyds Mills Press has won various awards including the ALA Notable Children’s book award. This text features interesting facts and photographs that explain the different ways people gain access to books. In Module 3, students engage with Caldecott Medal winning author William Steig’s <i>Brave Irene</i>. The story details the journey of Irene, a young girl fighting with the wind to deliver a ball gown. Within this text, students have the opportunity to explore narrative elements as well as feeling words and understanding personification. The Caldecott Honoree Aiki’s text, <i>Feelings</i>, is an informational text that uses a format of illustrations and dialogue to help readers learn about feelings. Students use this text to analyze illustrations and mirror the descriptive craft of Aiki within their own narratives.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading,</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module’s core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and</p>



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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is speaking, students participate in a choral read of the text and perform a Reader’s Theater using certain sections of the text. This lesson focuses their understanding of dialogue, rhythm, and repetition of language. In Module 2, Lesson 3, students listen to a reread and compare <i>The Hare and the Tortoise</i> and <i>The Ants and the Grasshopper</i>. The students follow along as the teacher rereads <i>The Ants and the Grasshopper</i>. As the reread is happening, the teacher annotates Handout 1A, identifying Grasshopper’s actions that are important in the fable. Each time they read about an action, the teacher asks the question, “Do you think this is an important detail in the fable?” thus prompting a discussion amongst the students. This process is repeated until the reread of the text is complete. Students are then divided into pairs to complete Handout 1B. They complete the same process used with Handout 1A, but with the text <i>The Hare and the Tortoise</i>. Students work together in pairs to annotate or underline Tortoise’s action during the reread of the text. Once the actions have been identified, students Think-Pair-Share, the Text-Dependent-Question, “What do the Tortoise’s actions reveal?”</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b>  Text-dependent and text-specific questions and tasks reflect the</p>	<p><b>Required</b>  <b>2a) A large majority of questions in the materials are text dependent and text specific</b> supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. The materials provide lesson questions, tasks, and writing prompts that are text-dependent and text</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the fable that might support the lesson ‘Be nice?’ and “What are some key details that might support the lesson ‘Plan ahead and work hard?’” Students also collaboratively write an informative paragraph about <i>The Ants and the Grasshopper</i> by using evidence from class charts. Students engage in a discussion with a partner to determine the content for the informative paragraph (W.1.2). In Module 4, lesson 31, students revisit the various versions of Cinderella stories and paintings/illustrations to discuss points of view of the character/artist. Students orally rehearse their analysis of the paintings in preparation for the end of year task of giving their opinion of one of the Cinderella characters that they have encountered during the module lessons (W.1.1, W.1.8, L.1.1a, L.1.2.a, L.1.2.d). In Module 4, Lesson 34, students ask and answer questions using relevant details when speaking during a Socratic Seminar, focusing on people, places, things, and events when discussing why there are so many different versions of Cinderella stories (SL.1.2, SL.1.4, SL.1.6).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherent sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. The materials build knowledge and skills in a thoughtful sequence across a series of questions aligned with a task or assessment</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			resources. Students use the text <i>Feel the Wind</i> by Arthur Dorros and “Hurricanes” to identify what key details they learn from both sources. As a class, they complete a Research Evidence Organizer chart. Details are recorded for future use in Lesson 6 in which students work to answer the question, “What does the wind do during a hurricane?”
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<b>Yes</b>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. While examining complex texts, students engage in a series of questions and tasks that integrate reading, writing, speaking, listening, and language skills, supporting students in understanding and expressing their knowledge of the text. Each module includes questions and tasks that provide students the opportunity to build, apply and integrate knowledge skills in all language and reading areas. For example, in Module 2, Lesson 1, students generate and ask relevant text-based questions about <i>The Ant and the Grasshopper</i>. After listening to the story, students use a question cube to help generate questions about the story. The questions are written on sticky notes for future use. Students then work in small groups to generate questions about the previously read story, <i>The Hare and the Tortoise</i>. In Module 2, Lesson 36, after reading various stories about animals and their uniqueness, students share their</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge and understanding by participating in a Socratic Seminar. Students begin with a Think-Pair-Share of the first seminar question, “What have we discovered about animals’ unique features?” before moving into a whole group discussion. Students use evidence from the texts that they have read throughout the module and use sentence frames to help them with their speaking, such as “I agree because ____.” “I disagree because ____.” “What makes you think that?” and “I hear you and ____.” Students also discuss the question, “How do artists and authors portray animals differently? What in the texts and artworks we studied makes you say that?” In Module 4, Lesson 9, students record the knowledge they have learned from <i>Cinderella</i> by Marcia Brown and <i>Cendrillon: Caribbean Cinderella</i> by Robert D. San Souci. Students Think-Pair-Share the questions, “What ideas did you learn from our lessons in Cinderella and Cendrillon?” and “What did you learn about our Essential Question, ‘Why do people around the world admire Cinderella?’” The teacher circulates around to listen to student responses and create a chart on the left hand side of the Knowledge Journal labeled “What I know.” The teacher points to the “What I can do” column in the Knowledge Journal and instructs students to Think-Pair-Share the question, “What did you learn to do as a writer? What do you learn to do as a reader?” The teacher circulates and records</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	Yes	<p>answers on the right-hand side of the Knowledge Journal. Students use the points during their discussion to execute the Focusing Question Task at the end of the lesson.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. All modules contain lessons on vocabulary deep dive, in which vocabulary meaning, relationships, and use are the focus. For example, in Module 3, Lesson 3, Deep Dive, students define the word <i>soar</i> and identify real-life connections to the word. Students revisit page 20 in the text, <i>Feel the Wind</i>, and Think-Pair-Share the question, “What do you think the word ‘soar’ means in the text?” From there, the teacher provides the students the definition of <i>soar</i> and students brainstorm things that <i>soar</i> and do not <i>soar</i>. Students record their answers on a graphic organizer. Students then use the following sentence frame to explain how and why things <i>soar</i> or do not <i>soar</i>: “A ____ soars because ____, but a ____ cannot <i>soar</i> because ____.” The Deep Dive concludes as students add <i>soar</i> to their Vocabulary Journals. In Module 4, Lesson 10,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Vocabulary Deep Dive, students use the Word Detective strategies used in Module 3 to Think-Pair-Share and discuss the question, “What were the strategies that we learned in Module 3 that helped us be ‘word detectives’ and figure out what the unknown words mean?” Students use the Outside-In strategy to determine the meaning of the word, invisible. The teacher displays the sentence and illustration from page 2 of <i>The Rough-Faced Girl</i>. The class identifies clues on the outside of the word and the word part within the word to determine what the word invisible means. Once the word is defined, students add the word to their Vocabulary Journals.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>	
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<b>N/A</b>	
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy</b>.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	

<sup>9</sup> **Three cueing:** students gaining meaning from print through Semantic, Syntactic or Grapho-phonics cues.

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4h)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i)</b> Foundational Skills materials are <b>varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly literary and informational. Through all four modules, there are nine literary texts and twenty informational texts. Text types include poetry, articles, informational text, and literary fiction. In Module 1, the texts include four literary picture books: <i>Tomás and the Library Lady</i>, Pat Mora; Illustrations, Raul Colón; <i>Waiting for the Biblioburro</i>, Monica Brown; Illustrations, John Parra; <i>That Book Woman</i>, Heather Henson; Illustrations, David Small; and <i>Green Eggs and Ham</i>, Dr. Seuss. In addition, the module</p>

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

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

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			<p>excerpts from <i>Aesop’s Fables</i>, <i>The Hare and the Tortoise</i> and <i>The Ants and the Grasshopper</i>, as well as the poem <i>Fish</i> by Mary Ann Hoberman.</p>
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p><b>Yes</b></p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, articles, poetry, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 12, students read and make connections with the text, <i>Waiting for the Biblioburro</i>. Students compare information from the author’s note of the text to a short video, “CNN Heros: Luis Soriano” about Luis Soriano Bohorquez, the man who inspired the story behind the text. After revisiting the text and video, students make connections to real life and make comparisons and connections between the video and the text by participating in a Mix and Mingle of the question, “What was the same in the video and in the story, and what was different?” Module 2 includes the literary picture book include <i>Seven Blind Mice</i>, Ed Young and the following informational picture books: <i>Me...Jane</i>, Patrick McDonnell; <i>Never Smile at a Monkey</i>, Steve Jenkins; <i>Sea Horse: The Shyest Fish in the Sea</i>, Chris Butterworth, John Lawrence; and <i>What Do You Do With a Tail Like This?</i> Steve Jenkins and Robin Page. Supplementary texts include the following fables: <i>The Hare &amp; the Tortoise</i>, and <i>The Ants &amp; the Grasshopper</i>, both by Aesop’s Fables; the poem “Fish” by Mary Ann</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Hoberman; a video, "Pygmy Sea Horses: Masters of Camouflage," from Deep Look; and two pieces of visual Art, Young Hare (1502) by Albrecht Dürer and The Snail (1953) by Henri Matisse.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. In Module 1, Lesson 7, students experiment with fluency. The teacher displays a chart that states, "Fluent readers read: without stumbling." The teacher explains that fluent means to "be able to read or speak easily or naturally." The teacher practices reading fluently, emphasizing without stumbling using page 17 in <i>Waiting for the Biblioburro</i>. The teacher distributes Handout 7A: Fluency homework and reminds students to read this with their family. Students Choral Read the passage for practice. In Module 4, Lesson 11, the teacher displays the Readers'</p>

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>		<p>to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, in Module 1, Lesson 3, students experiment with writing words of the settings they found in the story. Using a sentence frame, students write complete sentences. A Differentiation suggestion is provided which states, “Students needing additional support may be writing squiggly lines, letter streams, or not writing at all. Scribe, underwrite or provide students with a sentence strip depending on the writing level of each student.” For scribing, the teacher writes what the students say, word for word. The teacher spells out each word as it is written, and then students touch and Echo read each word in the sentence. In Module 2, Lesson 12, students analyze illustrations and photographs. Students listen to rereads of various pages of the text, <i>Me...Jane</i>, and Think-Pair-Share multiple text dependent questions such as, “What do you see in the illustrations on these two pages?” What did you learn about Jane looking at the author’s illustrations and photographs of Jane?” and “How do the illustrations and photographs show hoe Jane made discoveries about animals?” During these discussions, students cite examples from the</p>

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

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



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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.</p>
	2. Text-Dependent Questions	<b>Yes</b>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.</p>
	3. Coherence of Tasks	<b>Yes</b>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure)</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			critical to the meaning of texts measured by Criteria 1 and 2.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality<sup>17</sup></b>	5. Range and Volume of Texts	<b>Yes</b>	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment including formative, summative and self-

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

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>
	8. Scaffolding and Support	<b>Yes</b>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier 1, Exemplifies quality</u></b>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **2**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

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



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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>power of words and how words can inspire change and ability to unite others in the fight against injustice. Students examine Ruby Bridges and the significance of her actions through point of view in her autobiography, <i>Ruby Bridges Goes to School: My True Story</i> and the narrative nonfiction, <i>The Story of Ruby Bridges</i> by Robert Coles. In <i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>, a Robert F. Sibert Honoree, students learn that this text offers insight to the powers of law. Students look at point of view and illustrations and develop narrative writing skills that include a sense of closure.</p>
	<p><b>Required</b>  <b>1c)</b> Materials provide a <b>coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each module is themed around an Essential Question and theme. Lessons are organized within Focusing Question Arcs and, within these Arcs, students engage with multiple texts related to the module's core text. Each Focusing Question Arc includes a Focusing Question Task that students engage in by the end of the Arc. Module summaries explain the theme, focusing questions, and suggested understandings. Text sets are used to build understanding and knowledge of a connected topic, theme, or idea and connect topics and ideas from multiple lessons as students work towards answering</p>

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			multiple lessons and include the following: <i>The Buffalo Are Back</i> , <i>Journey of a Pioneer</i> , and <i>Plains Indians</i> , <i>Johnny Appleseed</i> , <i>John Henry: An American Legend</i> , <i>John Henry</i> , <i>The Legend of Bluebonnet</i> , and <i>The Story of Johnny Appleseed</i> .
	<p><b>Required</b></p> <p><b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<b>Yes</b>	<p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study. Multiple readings of texts are evident throughout the modules. Repeated and choral readings that support knowledge building amongst connected topics or texts occur throughout the materials and have specific purposes. For example, in Module 2, Lessons 11, students engage with the nonfiction narrative, <i>Journey of a Pioneer</i>. The teacher reads the first half of the text aloud and then students discuss what they noticed and wondered about the text. The students read the remaining pages of the text with a partner and then share with the class what they noticed and wondered about the second half of the text. In Lesson 12, students reread <i>Journey of a Pioneer</i> to retell the events in the story using a timeline. Students read pages 4-5 and then answer the TDQ, “What event did Olivia record in her diary for March 23, 1845?” Students read the remaining pages of the text, looking for major events that occur adding the major events to a timeline. In Lesson 13, students reread two sections of <i>Journey of a Pioneer</i>, by first reading it with the teacher and then with a partner. As</p>

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

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



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

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

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

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

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

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

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

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><a href="#">Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g)</b> Materials provide <b>instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well</li> </ul>	N/A	

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

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<b>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</b>)</p> <ul style="list-style-type: none"> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>		
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4h)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4i)</b> Foundational Skills materials are <b>varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b>  Materials reflect the distribution of text types and genres</p>	<p><b>Required</b>  <b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire</p>	Yes	Materials seek a balance in instructional time between literature and informational texts. Overall, there is balanced quantity and balanced time with genres, particularly

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>		<p>literary and informational. Through all four modules, there are ten literary texts and fourteen informational texts. Text types include poetry, informational text, literary fiction, narrative nonfiction, fictional narrative, legends, and folktales. In Module 1, the core texts are informational and literature. The core texts include the poem, “Weather” by Eve Merriam, informational picture books, <i>How do you Know It’s Fall?</i> by Lisa M. Herrington, <i>Why Do Leaves Change Color?</i> by Betsy Maestro, <i>Sky Tree</i>, by Thomas Locker, and literary picture books, <i>The Little Yellow Leaf</i>, by Carin Berger, and <i>A Color of His Own</i>, by Leo Lionni. Paintings are listed as supplementary texts and include: <i>Autumn Landscape</i>, Maurice de Vlaminck; <i>Bathers at Asnieres</i>, Georges Seurat; <i>Hunters in the Snow</i>, Pieter Bruegel the Elder; <i>Paris Street, Rainy Day</i>, Gustave Caillebotte. Throughout the model, students read, discuss and write about poems, stories, and informational text. The informative text, <i>Why Do Leaves Change Color?</i> is a “Let’s Read and Find Out Science” book that focuses on leaves and their importance to deciduous trees. The text begins with a broad view of leaves and details the biology of leaves and their life cycle. Students analyze key details in the text in order to determine how and why leaves change color. The text is highly accessible to students in order to provide an opportunity to assess students’ independent reading skills through a New-Read</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Assessment. During Module 2, The American West, students read the legend, <i>Johnny Appleseed: A Tall Tale</i>. Students compare versions of the Johnny Appleseed legend to deepen understanding of the story’s central message. The text provides students with an opportunity to apply what they have learned throughout Module 2 about early America, literary text analysis, and lessons legends can teach. The core texts for Module 4 include four informational texts and two literary texts. The informational texts include: <i>The Digestive System</i> by Christine Taylor-Butler, <i>The Digestive System</i> by Jennifer Prior; <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell; and <i>The Vegetables We Eat</i> by Gail Gibbons. The Literary texts include <i>Bone Button Borscht</i> by Aubrey Davis and <i>Stone Soup</i> by Marcia Brown.</p>
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p><b>Yes</b></p>	<p>Materials include print and non-print texts of different formats and lengths. Materials include a variety of texts with illustrations, film, art, and music as well as variety in the lengths of texts. Texts vary in genre, complexity, and length. In Module 1, Lesson 2, students study multi-sensory explorations of the poem “Weather” by Eve Merriam and four fine art paintings. Students notice and wonder how change is represented and described in poetry and art. There is a variety of length in the texts. In Lesson 6, students begin reading the book <i>How Do You Know It’s Fall?</i> Module 3 contains print and non-print texts with five informational</p>

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			<p>texts, five photographs, two poems, four videos, four musical songs, and two articles. In addition, in Module 3, Civil Rights Heroes, Lesson 28 Land, students reflect on the Content Framing Question, “What is the essential meaning of Separate is Never Equal?” Students watch a portion of a video featuring Sylvia and Sandra Mendez, as they reflect on their childhood experience. Students respond to the question, “Why might Sylvia remember the beginning event from the text so vividly or clearly?” Students reread the essential meanings they wrote in their Response Journal and respond to the question, “How does this video help you better understand the essential meaning of the text?”</p>
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials do provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. Throughout various lessons, students practice fluency. Students use New Read Assessments to show their ability to apply skills they have been practicing in a new text. Materials provide an independent reading list with instructional tools that provide direction and practice with independent reading. Instructional tools provide direction and practice with independent reading through the Volume of Reading Reflection Questions. For example, in Module 1 Lesson 15, students</p>

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			<p>independently read <i>A Color of His Own</i> and complete the New Read Assessment; answering the questions, “When and where does it take place?” “Who is in the story?” “What challenge does the main character face?” and “How does the problem end?”</p> <p>Module 1, Appendix D: Volume of Reading provides a list of recommended texts that support the module content or themes and can be used as part of an independent and/or choice reading program, texts include: <i>Poppleton in Winter</i> by Cynthia Rylant, <i>Frog and Toad All Year</i> by Arnold Lobel, and <i>Snow</i> by Cynthia Rylant. In Module 3, Civil Rights Heroes, Lesson 22 Welcome, students read fluently and reflect. Students practice reading individualized fluency passages to partners, demonstrating the qualities of fluent reading based on the Fluency Anchor Chart. Module 3, Appendix D: Volume of Reading includes recommended texts such as <i>The Listeners</i> by Gloria Whelan and <i>We Want to Go to School</i> by Marianne Cocca-Leffler.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students</p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Each module contains Knowledge Goals, Reading Goals, Writing Goals, Speaking and Listening Goals, and Language Goals. In each module, students speak, write, and listen to expressions of understanding with tasks tied to complex texts. Students express their learning and understanding by listening,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>		<p>speaking, and writing. For example, in Module 1, Lesson 11, provides students the opportunities to listen, speak, and write about their understanding of the text <i>The Little Yellow Leaf</i> by Carin Berger. During the Learn section of the lesson, students listen while engaging in a read-aloud of the text during which they listen for action verbs and stand to act out the word when they hear it. After engaging in the listening activity, students move into a Think-Pair-Share where they speak with each other to answer a series of text-dependent questions, such as, “What is happening when the narrator says, ‘Neither spoke’? Why is this an important moment in the story?” and “Remember that the resolution of the story is the way the problem is solved or ended. How is the Little Yellow Leaf’s problem solved?” Students then write about their understanding as they transition into a Stop and Jot activity where they write words and phrases that show whether <i>The Little Yellow Leaf</i> has any friends with him. In Module 2, The American West, the Writing Goals include writing informative paragraphs, incorporating peer feedback, publishing informative paragraphs, and organizing and choosing text evidence. Speaking and Listening Goals include creating an audio recording of a story and producing complete sentences that contain details. In Lessons 11-14, students read <i>Journey of a Pioneer</i></p>

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and write to answer the Focusing Question, “What was life like for pioneers in the early American West?” In Lesson 14, students collect evidence of challenges and responses the characters faced that point them to the essential meaning of the text and provide details to the Focusing Question Task. Students then draft informative paragraphs. In Module 3, students engage in reading, writing, speaking and listening. Students closely read informational text and student historical images to build knowledge of Civil Rights leaders. In the End-of-Module Task, students write a narrative from the perspective of Ruby Bridges or Sylvia Mendez. Students practice listening and determining the main topic when listening to a text or in a conversation. Student practice asking questions to gather information and deepen their focus of a topic.</p>
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks</b> require students to <b>demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p><b>N/A</b></p>	<p>Not applicable to this grade level.</p>
	<p><b>Required</b>  <b>6c) Materials include multiple writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> </ul>	<p><b>Yes</b></p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials include opinion/argumentative, informative, and narrative writing with a variety of writing tasks grounded in evidence from complex</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>		<p>texts. Throughout the materials, students write opinion paragraphs, informative paragraphs, and narrative paragraphs to answer Essential Questions using evidence found in texts read throughout the modules. For example, at the end of Module 1, A Season of Change, students write an informative paragraph using evidence from the texts to convey understanding of change and the impact it has on plants and animals. Additionally, in Module 1, students draft informative paragraphs, collect and record evidence, take notes, write, and provide and receive feedback about their writing. Students write a topic statement, add evidence to support their topic and close with a conclusion. The End-of-Module Task for Module 1 repeats this process as students read closely, take notes, and compose sentences using evidence from notes and key terms. In Module 1, Lesson 30, students engage in an informative writing task grounded in evidence from complex texts in the module. The students write informative paragraphs in response to the question: How do changes in weather impact plants or animals in the fall? The students develop their writing using evidence from the two texts <i>How Do You Know It's Fall?</i> and <i>Why Do Leaves Change Color?</i>. In Module 3, students identify story elements as pre-writing for their own narrative paragraphs. Students examine thoughts, feelings, and actions to detail their narrative paragraphs. At the end of Module</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>3, Civil Rights Heroes, students write an original narrative describing a moment from one of the module texts from the point of view of a character to describe thoughts, feelings, and actions in the face of injustice. At the end of Module 4, Good Eating, students evaluate and choose a plate of food to nourish their body and write an opinion paragraph detailing their reasons and evidence. In Module 4, Lesson 31, students engage in an opinion writing task grounded in evidence from complex texts. During Assessment 31A, students look at two meals and respond by writing an opinion piece on which they would choose to nourish their body and why. Students use evidence to support the response from the complex text <i>Good Enough to Eat</i> and the infographic “Eating your A, B, C’s” both of which are used in the module.</p>
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<p><b>Yes</b></p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Materials provide students the opportunities for application and practice with language conventions that are connected to complex texts. Within each module, the lessons provide a connected set of texts on a topic or theme of the module. Grammar and language is embedded in study of the texts and writings produced</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>which pertain to text-based idea. Each lesson contains a Deep Dive, focusing on language and vocabulary. For example, Module 1 Language Goals include using adjectives; identifying, forming, and expanding simple and compound sentences; using sentence-level context to determine the meaning of unfamiliar words; using glossaries and dictionaries to clarify the meaning of words and phrases; and identifying real-life connections between words and their use. For example, Lesson 12, students analyze how adjectives help describe the setting and action in <i>The Little Yellow Leaf</i>. The Craft Question is, “How do authors use adjectives to help readers visualize the text?” Students examine words and conduct a Grammar Safari by browsing for other adjectives in the text. Students choose two adjectives and make a Vocabulary Journal entry that explains how adjectives help the reader visualize action and meaning from the text. Module 2 language goals include using irregular verbs; using irregular plural nouns and collective nouns; providing specific details by choosing and capitalizing proper nouns; and determining the meaning of unknown words and phrases in a text using context clues, affixes, and root words. In Lesson 11 Deep Dive: Style and Conventions examines capitalization. Students examine how proper capitalization changes the meaning of writing using the text <i>Journey of a Pioneer</i>. Students share what they know about</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			capitalization. Students review capitalization rules such as, writers capitalize the names of holidays, products, and places or geographic locations. Students look through the text for capitalized places or holidays. Students examine and write how capitalization changes the meaning of a word and sentence using the sentences, “Bison roamed on great plains.” and “Bison roamed on the Great Plains.”
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. The assessments in the module build up to the End-of-Module Task included in each module. Regular assessment opportunities are provided throughout the materials include Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and Vocabulary Assessments. Guidance for usage of the various measures is provided. For example, in Module 1, students use a self-assessment checklist as they participate in the second Socratic Seminar. Students review the feedback they received on their participation in the last Socratic Seminar to focus on what they can improve on. In Module 2, The American West, Focusing Question Tasks include the following: writing an informative paragraph about how the American Indians, settlers, and President Theodore Roosevelt made an impact on the prairie in the early American West; writing an informative paragraph about how the Plains Indians used plants and animals;</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>writing an informative paragraph about the challenges Pioneers face and how they respond; identifying the lesson of <i>The Legend of Bluebonnet</i> and writing an informative paragraph using details to support the idea; writing an informative paragraph about the lesson of <i>The Story of Johnny Appleseed</i>; and writing an informative paragraph that explains how the Keats version of John Henry is different from the Lester version. New-Read Assessments include, reading pages from <i>Journey of a Pioneer</i> and answering questions about topic-specific words and details from the story; reading pages from <i>The story of Johnny Appleseed</i> and completing the Story Stones Chart. Socratic Seminars include the following, identifying characteristics of what life was like for the Plains Indians in the early American West and analyzing two versions of Johnny Appleseed and identifying differences between the ways the legend is told. During the End-of-Module Tasks, students write an informative paragraph comparing the life of one legendary person to real-life pioneers and explain the differences. During Vocabulary Assessments, students demonstrate understanding of academic, text-critical and domain-specific words, phrases, and/or word parts.</p>
	<p><b>Required</b>  <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions</p>	<p><b>Yes</b></p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Materials assess student understanding of the topics, themes, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>		<p>ideas as students engage in connected lesson tasks and activities that build upon one another and prepare for students to complete the End-of-Module Task. For example, Module 1 lessons focuses on seasons as an example of change and transformation. The knowledge built in this module provides a foundation for students to understand change. Students complete a culminating End of Module Task in lessons 31 and 32 where they write an informative paragraph using evidence from the texts in the module, conveying their understanding of change and the impact it has on plants and animals. In Module 2, Lesson 17, Check for Understanding, students orally recount the events in <i>The Legend of the Bluebonnet</i> to demonstrate understanding of the topics, themes, and ideas in the text. Teacher guidance for the Check for Understanding assessment notes that students are expected to move beyond retelling toward recounting narratives and students should be able to recount the story with accuracy and identify the correct problem and resolution. In Module 4, students examine how choosing to eat healthy foods can impact their life. Throughout the module, students focus on five Focusing Questions: “How can food nourish my body?” How can food nourish a community?” “Where does nourishing food come from?” “How can I choose nourishing foods?” and “How does food nourish us?” During the End-of-Module Task, students use the knowledge that they</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>have gained throughout the module to evaluate and choose a plate of food to nourish their body. Students write an opinion paragraph with details and reasons for their choice. For example, in Lesson 15, students complete Focusing Question Task 2 in which they demonstrate the knowledge and skill built over the course of the module while integrating learning using the unit text <i>Bone Button Borscht</i> by Aubrey Davis. To complete the task, students write an opinion paragraph stating who benefitted the most from making the soup in <i>Bone Button Borscht</i> using evidence from the text.</p>
	<p><b>Required</b>  <b>7c) Aligned rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. The materials include clear rubrics, assessment guidelines, and exemplars that demonstrate quality work desired as a result of teaching and learning. Module Appendixes include answer keys, rubrics, and sample responses for Focusing Question Tasks, Socratic Seminars, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks. For example, during Module 1 in Focusing Question Arc 3, while engaging with the text, <i>The Little Yellow Leaf</i>, students work towards answering the Focusing Question “How does <i>The Little Yellow Leaf</i> Change?” Students complete Focusing Question Task 2, an informative paragraph with a topic statement, at least three sentences with evidence, and transition words. Two sample responses are</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>given in Appendix C. In Module 2, Lessons 10 and 25, students engage in a Socratic Seminar. A Grade 2 Speaking and Listening Rubric is included in Appendix C for teacher guidance in evaluating student performance during the seminars. In order to meet expectations in Process, students are expected to speak in conversations through multiple exchanges, follow most agreed-upon rules for conversations, respond to what others say, and use voice inflections that vary consistently to put emphasis on important points, express feelings, or when asking a question. In order to meet expectations in Listening, students are expected to use eye contact and body language that demonstrates attention, repeat back what is heard in sequence, and take breaths to prepare to listen. Additionally, the materials include a Grade 2 Informative/Explanatory Writing Rubric for Lesson 35.</p>
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, assessments are provided to determine what knowledge and skills students need to demonstrate. In each lesson, knowledge and skill are assessed in the materials to determine if the knowledge and skills are introduced in a coherent sequence. At the end of each module, students complete an End-of-Module Task to demonstrate a culmination of knowledge and skills. The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>scope and sequence outline how lessons build to support the culminating task. To assess progress and lead students to success on the End-of-Module Task, students complete multiple, connected Focusing Question Tasks. In the Major Assessments portion of each Teacher Edition, there is an explanation of how each assessment supports successful completion of the End-of-Module Task. Throughout the modules, students complete New-Read Assessments to assess their ability to read new texts and comprehend what they are reading. In Module 2, during the New-Read Assessment, students read pages 18-31 of <i>Journey of a Pioneer</i> and answer questions about topic-specific words and details from the story. Students use topic-specific vocabulary to form complete sentences and identify details about how characters respond to events. During the second New Read Assessment, students read pages 18-32 of <i>The Story of Johnny Appleseed</i> by Alikei and complete the Story Stones Chart. Students recount the story and identify how characters respond to major events and challenges. In Module 2, Lesson 4, the lesson includes a gradual release of supporting scaffolds for students to measure their independent abilities. Prior to writing an informative paragraph for the Focusing Question Task, the teacher guides students through answering a series of text dependent questions to explore how people, specifically the American Indians</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and early Americans, had an impact on the prairie. The understanding helps students determine the essential meanings of the text and prepares student to begin work on the Focusing Question Task. Teacher guidance is provided to support students by reviewing each item on the anchor chart as a class. The materials include specific questions for the scaffolds such as, “How do we create a concluding sentence?” and “How can we use the essential meaning of a text to help us complete our paragraph?” In Module 3, students participate in Socratic Seminars to explain why Martin Luther King Jr.’s words are powerful and explain how responding to injustice can impact the world. The Socratic Seminars support success on the End-of-Module Tasks by students analyzing and collecting evidence to answer the questions, and students demonstrating the ability to speak on topic when talking. Additionally, in Module 3, Lesson 31, gradual release of supporting scaffolds is present as students prepare to draft individual narrative paragraphs in Lesson 32. Students work in pairs to take a closer look at the actions, thoughts, and feelings of either Ruby Bridges or Sylvia Mendez. Later in the lesson, students Think-Pair-Share to answer the question, “How is planning a narrative paragraph about either Sylvia Mendez or Ruby Bridges helping you better understand how children can respond to injustice?” The gradual release of the supporting scaffolds allows for the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			development of skills students will need to independently write their narrative paragraphs later in the unit.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Throughout the modules, rubrics and exemplars are provided so students know what is required to meet expectations. Rubrics and guidelines are clear, communication of success criteria to students is clear, and rubrics allow for clarity from the student perspective of success criteria. For example, the Module 2 End-of-Module Tasks prompts students to write an informative paragraph to explain their answer to the question, “<i>How was one legendary person different from real-life pioneers?</i>” Guidance reminds students to include an introduction with a similarity, a topic statement, at least two clearly explained points with evidence from the text, a conclusion, and topic-specific words. Sample responses and an Informative/Explanatory Writing Rubric is provided so students know what is expected to meet expectations. In order to meet Structure expectations, students are expected to respond to all elements of the prompt, introduce the topic, provide two additional pieces of information about the topic in the middle, and provide a concluding statement or section. In order to meet Development expectations, students are expected to develop a topic with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>evidence from the text or texts, and provide evidence that relates to the topic and develops the point. In order to meet Style expectations, students are expected to use simple and compound sentences, and use several words and phrases relevant to the text and topic. In order to meet Conventions expectations, students are expected to show general command of grade level language standards for conventional written English. In Module 3, Lesson 14, students engage in a New Read Assessment. The teacher distributes assessment 14a and choral reads the questions on the handout. The teacher tells students to look at the task and decide what they need to do for success. The teacher note states that students can decide how many times they need to reread the text and the task. The teacher hands out copies of <i>Ruby Bridges Goes to School: My True Story</i>, and students read the book and then complete the assessment independently. For differentiation, the teacher may read the text to the whole class, with a small group of students, or students can read in partners. The teacher may also audio record the text as a scaffold. If the student does not read independently, guidance notes that the teacher must take this into account when analyzing the results of the assessment. The teacher may also scribe the answer for students. Students might respond in phrases or words when appropriate. Appendix C has sample student responses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Each lesson follows the same structure beginning with a Welcome and Launch section to engage students in the lesson’s learning. During Welcome, students independently complete a task to prepare for the lesson. During Launch, the teacher introduces students to the Content Framing Question. Students engage with the question by either unpacking terminology or by making connections to the Focusing Question, Essential Question, or the text. Pre-reading activities are also included in the Learn section of the lessons as students engage with texts. Materials and activities provide support in vocabulary, meaning, language, background knowledge, and structure while providing appropriate support for diverse learners to access complex texts. For example, during Module 1, Lesson 29 Welcome, students preview the vocabulary word “cycle”. Students begin the lesson with a Stop and Jot or Draw to show what they know or think about with the word “cycle”. During Launch, students share their knowledge of the word “cycle”. Within this lesson, students investigate the meaning of the word “cycle” and its connections to the central message of the text, <i>Sky Tree</i>. Students listen to a reread of the first and last pages of the text and Think-Pair-Share two TDQS, “How are the beginning and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>ending of the text similar?” and “What messages do these similarities communicate to the reader?” Students then complete a Quick Write in their Response Journals for the question “What is the central message of <i>Sky Tree</i>?” The teacher defines the word “cycle” for students and provide an illustration for student understanding. Students then Think-Pair-Share the question, “How does the word <i>cycle</i> connect to <i>Sky Tree</i>? And revise their responses as needed from the discussion. In Module 4, Lesson 1, students engage in pre-reading activities to engage in the knowledge at hand in connected collections of text. The teacher displays the Module 4 texts around the classroom as students are paired and given sticky notes to document what they wonder and what they notice. After the pairs engage in a Gallery Walk to identify observations and questions, the class comes back together and shares their thoughts until several key ideas have emerged. In Module 4, Lesson 2, the teacher distributes <i>The Digestive System</i> by Christine Taylor-Butler. The teacher reads aloud the title and reminds students of the gallery walk of this text in Lesson 1. Students identify if this text is literary or informational and discuss various questions, such as, “How does this book look different than other informational texts you have read? and “How does this book look similar to other informational texts you have read?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Reading strategies throughout modules support comprehension and build knowledge rather than texts serving as platforms to practice discrete strategies. Appendix A: Text Complexity provides complexity details for core texts. The analysis supports the module’s knowledge building and goals. For example, during Module 2, The American West, students read stories and informational texts to build knowledge on the American West. Students develop an understanding of how the lives of people and nature are interconnected and build vocabulary related to the Great Plains, the Native Americans, the pioneers, and life on the prairies. Students practice finding major events and details in informational and multi-paragraph texts and read stories to determine how characters respond to challenges and to identify underlying life lessons. Students learn about legends and practice comparing two different versions of the same story. During Module 2, Lesson 3, students read <i>Buffalo Dusk</i> and use Response Cards with Icons to make connections. Students choose two cards they believe are connected and share those connections with partners. While continuing to read, the teacher asks and the students answer text-dependent questions</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to support students in identifying connections. In Lesson 23, reading strategies support comprehension of Johnny Appleseed and focus on building knowledge and insight. During the Learn section of the lesson, students reread specific excerpts of the text to answer text-dependent questions. Students reread pages 14-15 and then engage in a discussion to answer the following questions: “What do we learn about John Chapman from his contest with the woodsmen?” and “Come up with one word that describes John Chapman during this event.” Students use these discussions to guide them in conducting research and writing their informative paragraphs later in the lesson.</p>
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Lessons focus on particular sections of texts to build knowledge and answer text-dependent-questions. Materials include guidance and support to integrate rereading and discussion into text specific inquiry in addition to close reads which have specific purposes and attend to specific author’s choices. For example, in Module 1, Lesson 28, students identify the change of seasons. In pairs, students reread <i>Sky Tree</i> and place sticky flags on sentences with the words winter, spring, summer or autumn. The teacher asks students “What does the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sentence mean?” and “What season does the page describe?” During Module 2, Lesson 17, students review the vocabulary words, “drought” and “restore”. The teacher rereads page 11 and shows the illustrations on pages 26-27 to the students and asks the TDQ, “If drought cause the earth to <i>wither, crumble, and erode</i> and we understand that it can be restored, what do you think restore means?”. Students discuss what they think restore means and write the word in their Vocabulary Journals. Additionally, students listen to a second read of sections of the text to identify story elements, add details to a Story Stones Chart, and order the events on a Story Timeline. In Module 4, Lesson 18, the Examine Organization and Author’s Purpose section of the lesson integrates rereading and discussion into text-specific inquiry while attending to specific author’s choices. The teacher rereads pages 3 and 31 with expression and guides students through a series of questions to discuss the author's purpose and reminds students that headings are used to group ideas. Students identify how the author grouped ideas and how the sections are different but still connected with the topic of vegetables. The class then rereads pages 4-20 and pages 21 to the end of <i>The Vegetables We Eat</i> while answering the provided text dependent questions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p><b>Yes</b></p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each module contains Writing Goals and Speaking and Listening Goals. Materials include opportunities for writing using scaffolding, such as sentence frames, and include opportunities for the expression of understanding through discussion. For example, Module 1 Writing Goals include the following: writing informative paragraphs that state a topic, develop it with evidence, and conclude by reinforcing the topic in a conclusion, organizing and choosing text evidence to respond to a prompt, and revising and strengthening writing. Students develop the ability to draft an informative paragraph by collecting and recording evidence, taking notes, writing, providing feedback, and receiving feedback. Students practice writing topic statements, adding evidence to support their topic, and close with strong conclusions. For example, in Lesson 5, students experiment with topic statements. Students begin by listening to a read aloud of a sample paragraph and students discuss what they notice about the paragraph. From there, students identify the essential meaning of the text and as a class create a topic statement. Then, students individually create a topic statement for the same paragraph. A scaffold is provided in the Teacher’s Edition for students who may need additional support with creating a topic statement, “work collaboratively</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>within pairs or small groups to draft the missing part. Provide a sentence frame for students.” In Module 3, Lesson 7, students engage in a Think-Pair-Share as they share observations and develop questions about what they noticed as they read. Pairs use the Question Cube to generate at least one question from each of them about the text, <i>I Have a Dream</i>. In a whole group, students share questions they believe can be answered by looking closely at the text. The Teacher’s Edition states guidance for differentiation for this portion of the lesson, “If students are ready for an extra challenge, have them generate at least one question that starts with why or how. Remind students that questions that start with these words are often more complicated to answer. These questions can often help students dig deeply into the text.”</p>
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers. Each module begins with the Module Overview that includes the following sections: Module Summary, Essential Question, Texts, Module Learning Goals, Standards, Major Assessments, and a Module Map. The Module Summary is a brief overview of the knowledge students will build in the module. The Essential Question which drives student learning throughout the module is the key question that students consider throughout the module. By carefully analyzing literature, informational texts, art, and other non-print texts, students end the module with a clear</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Student Editions contain the handouts that correlate with the lessons. The teacher- and student-facing materials, including the scope and sequence, are easily accessible and easy for teachers and students to recognize core texts and knowledge of units and lessons.
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>	<b>Yes</b>	Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. Lessons contain Scaffolds, Extensions, Differentiations, and Alternatives to support the needs of students. Materials include recommendations in the teacher materials to support diverse learners and provide a clear connection between diagnosed needs and support methods within the materials. For example, during Module 1, Lesson 8, Learn, students record evidence from the text, <i>How Do You Know It's Fall?</i> Students complete an Evidence Organizer Chart surrounding how weather changes, what's the impact of weather changing and where is the evidence in the text for three categories, people, plants and animals. A scaffold for this portion of the lesson suggests that the teacher use plants as the model and assign people and animals to pairs. For an extension, teacher guidance suggests that teachers should use the Jigsaw instructional routine to pair students who

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>searched for the same category to compare answers. In Module 2, Lesson 1, the teacher shows a short video of <i>Buffalo Dusk</i>, the Teacher Note explains that the video will help all readers see the vocabulary in the poem. The guidance specifically speaks to English Learners gaining a deeper understanding of the vocabulary in <i>The Buffalo Are Back</i> as a result of watching the video. In Lesson 16 Learn, students Notice and Wonder using <i>The Legend of the Bluebonnet</i>. The Differentiation suggestion notes that the teacher should provide sticky notes with sentence frames for students who may have difficulty getting started. In Module 4, Lesson 20, Next Steps shows a clear connection between diagnosed needs and support by providing guidance for supporting struggling students. The guidance suggests that teachers should use the recipes at the back of the next text, <i>Good Enough to Eat</i> to reinforce how steps in a process work as they encourage students to use temporal words to show connections. The guidance also suggests that the teacher should allow students to practice with familiar classroom routines by identifying their steps and corresponding details. In Lesson 33, students write and reflect on their new understandings about the words change and choice. Sentence frames are posted for students to complete in their Response Journal which state, "I can choose to make a change in my world. I</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			will___. I can make good choices for myself. I will___.”
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Each module includes a Module Map with details on the lesson and the learning goals. Each lesson has a detailed time of completion in minutes. Teacher guidance includes pacing and delivery of materials in a timely manner with reasonable expectations for progress with student learning. Every module has a Module Summary with a Module At a Glance to assist with pacing. The Implementation Guide includes a section that outlines how to appropriately implement the materials within a school year. There are “approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.” For example, pacing guidance for Module 3, Lesson 29 suggests 7 minutes for Welcome, 1 minute for Launch, 62 minutes for Learn, 4 minutes for Land, and 1 minute for Wrap for a total of 75 minutes for the core lesson and an additional 15 minutes for the Deep Dive.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	3. Coherence of Tasks	Yes	<p>required by the grade-level standards to advance and deepen student learning over time.</p> <p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p>
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills	N/A	
<b>III. Additional Criteria of Superior Quality<sup>17</sup></b>	5. Range and Volume of Texts	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>

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

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment including formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provide guidance about the amount of time a task might reasonably take.</p>

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

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **3**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

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

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



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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Award. Lastly, in Module 4, Artist Make Art, the biography of William Carlos Williams, <i>A River of Words: The Story of William Carlos Williams</i> by Jen Bryant. The biography describes his boyhood and adulthood and has received many honors such as the 2009 Caldecott Honor Book and New York Times Best Illustrated Children’s Book due to Melissa Sweet’s illustrations.
	<p><b>Required</b></p> <p><b>1c) Materials provide a coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</li> </ul>	<b>Yes</b>	Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four modules includes an Essential Question that students answer by the end of the module. In order to answer the Essential Questions, students progress through the lessons within the Focusing Question Arcs. Modules include one or more core texts, one or more works of visual art, and a set of supplementary texts. Connected texts within each module are selected to build knowledge and understanding of the theme and also vary in complexity. The selected core texts for each learning module are based on their content, as well as their literary artistry. Core texts provide the anchor pieces of each module’s Knowledge Puzzle. In Module 1, <i>The Sea</i> , students explore ocean life and the many ways humans choose to explore the sea. As students learn about the ocean, they also discover how authors and poets “explore

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>analyzing the main events and how they fit with the ideas they just discussed from the beginning and conclusion of <i>Moonshot</i>. After rereading <i>Moonshot</i> with a partner, each student sketches and labels one key event from the Apollo 11 mission. The lesson concludes with students using their Response Journals to recount three important events from <i>Moonshot</i>. In Module 4, Focusing Question Arc 2, Lessons 10-16, students explore the informational text, <i>A River of Words: The Story of William Carlos Williams</i> by Jen Bryant. The Arc begins with the teacher reading aloud <i>A River of Words</i>, defining words that students need to know. Then students reread lines 7-12 from page 11 and answer the following Text Dependent Question, “How does Willie’s description of the things he wants to write about clarify the meaning of the word ordinary?” Students also reread page 16 and answer two related text-dependent questions. In Lesson 13, students revisit <i>A River of Words</i> and work in pairs to reread pages 4-14 and 15-27. While rereading these pages, students answer questions such as, “What evidence does Jen Bryant provide to suggest that Williams would grow up to be an artist?” and “What clues does the author give that Williams would have another job in addition to being an artist when he grew up?” Students’ work with this core text to build knowledge and answer the Focusing Question, “How do artists make art?” In Lesson 17, students begin to complete</p>

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

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



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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills are offered during individual lessons, as well as across lesson Arcs to ensure success when interacting with complex texts. For example, in Module 4, students address the Essential Question, “What is an artist?” Students begin with a visual exploration of the text, <i>Emma’s Rug</i>, and then engage in a read and recount of the text. Students complete a story map of <i>Emma’s Rug</i> answering various TDQs, such as, “What evidence helps you identify the main character of <i>Emma’s Rug</i>?” and “How does Mother’s decision to wash <i>Emma’s rug</i> build on earlier parts of the story?” In continuing lessons, students use recounting the story and gathering evidence skills to participate in a Socratic Seminar discussing the prompt, “Do the illustrations on page 7 or the illustrations on page 21 better support a central message in <i>Emma’s rug</i>?” In Lesson 5, students notice the organization of the text, <i>Alvin Ailey</i> by Andrea Davis Pinkney. Students Think-Pair-Share four questions before participating in a whole class discussion. The Text Dependent Questions include: “Review the chapter headings in <i>Alvin Ailey</i>. How does Andrea Davis Pinkney organize the information in this book?” “What time periods did Andrea Davis Pinkney use to organize the information” “What time periods are not included in this text?” and “What is the effect of choosing to include only some time</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>periods in the biography?” Once the whole group discussion is complete, students work in small groups and are connected to a time period used to organize the information in the text. Students reread their assignment section and identify evidence that add to their understanding of Alvin Ailey. In Module 3, students are guided through learning activities which lead to answering the overarching Essential Question, “How do stories help us understand immigrants’ experiences?” In Lessons 1-15, students are introduced to two core texts, <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> both authored by Allen Say. Within this Focusing Question Arc, students use their knowledge of both texts to write a multi-paragraph explanatory essay comparing and contrasting both of the stories. In Lesson 12, students work to answer the Content Framing Question, “How do <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> build my knowledge?” Students work in small groups to analyze similarities and differences between the two texts. Students discuss the following questions in their small groups before sharing their answers with the class: “How are <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> similar?” and “How are <i>Grandfather’s Journey</i> and <i>Tea with Milk</i> different?” Students use the evidence they gathered on Handout 2A and Handout 8A to analyze their evidence, highlighting similarities and differences. Once their evidence has been analyzed, students use that same evidence</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	Yes	<p>to plan their compare and contrast essay identifying one important similarity and difference between Grandfather and Masako’s experiences as immigrants.</p> <p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students are offered vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. In Module 3, Lesson 1, Deep Dive, students make distinctions among the words immigrant and emigrant. Students are provided the root word migrant and its definition as well as affixes to add to their Morpheme Maps. Students refer to their definition of immigrant that they recorded earlier in Lesson 1 to analyze the difference between immigrant and emigrant, and review given text excerpts to determine whether the character is an immigrant or emigrant. The Deep Dive concludes with students writing two sentences using the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words immigrant and emigrant. In Module 2, Lesson 9, students use Frayer Models to explore context vocabulary, influence, accomplish, believed, demonstrations, from the script <i>Starry Messenger</i>. In this lesson, students participate in a Deep Dive with vocabulary found in the text. The Vocabulary Learning Goal is to identify real-life connections among the vocabulary words (L.3.5.b). In small groups, students are assigned a word from the list. Students complete a Frayer Model using a dictionary to define it, examine the characteristics of the word, and find examples and non-examples of the word. Then each group presents their word to the whole group, which concludes with a discussion on how the words are significant in the text. To synthesize their learning, students add the words to their vocabulary journal and respond to the prompt, “How did Galileo’s accomplishments about the earth’s movement influence ideas during his time?”</p> <p>In Module 4, Lesson 6, students respond to the Content Framing Question, “What does a deeper exploration of word choice reveal in Alvin Ailey?” The lesson begins with the teacher reading two sets of sentences. Students then discuss the similarities and differences between the sentences which is a difference in word choice/vocabulary. Students record the definitions of the words strolled, dawdled and crept. Students reread page 15 and make note of the figurative language within the passage then work in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>small groups to identify and define verbs within their assigned passages. Once they have identified and defined verbs, students use those same skills to analyze word meanings within the final paragraph of <i>Alvin Ailey</i>. In groups, students determine the meanings of the following words, haughty, strutting, sassy and revelry. Students discuss the question, “How do the word choices in this paragraph add to your understanding of Alvin Ailey and his work?” To conclude, students identify and explain one specific word choice that creates a deeper understanding of Alvin Ailey and his work in their Response Journals.</p>
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b>  <b>4. FOUNDATIONAL SKILLS:</b>  Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the</p>	<p><b>Required *Indicator for grades K-5 only</b>  <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<b>N/A</b>	
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<b>N/A</b>	
	<p><b>Required *Indicator for grades K-1 only</b>  <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<b>N/A</b>	



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy</b>.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	

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

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4h)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i)</b> Foundational Skills materials are <b>varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RI.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Core texts placed within the four modules include three pieces of art, twelve informational texts, seven literary texts, two photos, three architectural pieces and four paintings. Students engage in lengthy interactions with texts to ensure gradual release and understanding of key skills occur when engaging with the specific genre. Student text interaction stays in the range of ten lessons. This average is based solely on instructional time in which students are working within the text selection. In Module 2, students engage with a variety of informational and literary texts centered</p>

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>around the theme of outer space, to answer the Essential Question, “How do people learn about space?” Students begin the module by previewing the module texts, making note of connections between the titles and cover illustrations as well as connections among the different books. In a nine lesson text exploration, students build knowledge of outer space with their analysis of the informational text <i>Starry Messenger</i> by Peter Sis and the journal article, “Galileo’s Starry Night” by Kelly Terwilliger. Students use the two texts to conclude the first Focusing Question Arc and complete Focusing Question Task 1, writing an explanatory essay that explains to families how Galileo helped people learn about space. The texts within this module are rich in vocabulary and content. Texts are characterized by their plot complexity, use of language and literary devices, and high-quality illustrations. In Module 1, students interact with a variety of texts, including three pieces of art, four informational picture books and one literary picture book. Students begin the module by analyzing word choice in the supplementary text, “The Sea Wind” by Sara Teasdale. Analyzing this poem allows students to gain understanding of the sea and how artists explore the sea. Through word choice and identifying the central message within paintings, students proceed to work with the text, <i>Amos &amp; Boris</i> by William Steig, conducting a deeper exploration of the word choices and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			illustrations within the text. Students then complete Focusing Question Task 1 in Lesson 9 where they choose one of the core texts, identify a central message within the text and explain how the author, poet, or artist uses details to express a central message.
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	Yes	<p>Materials include print and non-print texts of different formats and lengths. Each of the modules provide a wide range of core and supplemental material through varied platforms. For example, in Module 1, students read the core texts, <i>Amos &amp; Boris</i>, a literary picture book by William Steig, as well as a variety of informational picture books such as, <i>Shark Attack!</i> by Cathy East Dubowski and <i>The Fantastic Undersea Life of Jacques Cousteau</i> by Dan Yaccarino. Among the list of core texts are also four pieces of artwork, <i>The Great Wave</i> by Katushika Hokusai, <i>The Boating Party</i> by Mary Cassatt, and <i>The Gulf Stream</i> by Winslow Homer. Students read these texts to provide the foundation for the module. Students also read and analyze a variety of supplementary texts in varying formats, including, the film “Why the Ocean Matters;” the poem “The Sea Wind” by Sara Teasdale; the story “The Lion and the Mouse” from Aesop’s Fables; and the National Aquarium website showing a virtual tour of the National Aquarium in Baltimore, MD. In Module 4, students read <i>Emma’s Rug</i>, by Allen Say, a literary text about “a girl who realizes her artistic abilities and her love of art aren’t tied to an</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>object, but are found within her.” Other core texts within this module include four informational picture books, <i>Alvin Ailey, A River of Words: The Story of William Carlos Williams, Action Jackson</i> and <i>When Marian Sang</i>; two paintings by Charles Demuth, <i>I Saw the Figure 5 in Gold</i> and <i>My Egypt</i>; and two Jackson Pollock paintings, <i>Number 1, 1950 (Lavender Mist)</i> and <i>Number 11, 1952 (Blue Poles)</i>. The additional supplementary materials vary in format, length, structure and purpose. These supplemental materials include, one poem, two articles, one excerpt of an interview transcript, one painting, two photographs, three examples of multimedia, and seven videos.</p>
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. After each lesson, teachers are prompted to Wrap the lesson by assigning homework. Students are tasked with fluency practice each night using excerpts from core texts and can also choose to select a book from the Volume of Reading List provided to add to their understanding. As an example for fluency, in the teacher materials for Module 1, Lesson 10 it states, “Distribute and review Handout 10A: Fluency Homework. Review the elements of fluent reading on the Fluency Anchor Chart. Echo read the fluency passage, reviewing words</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>that might pose difficulty such as phytoplankton and lure.” Over the next three lessons, teachers end each lesson by assigning fluency homework, Students read the fluency passage three to five times aloud focusing on various different elements of fluency, such as, accuracy, phrasing, expression, volume and pace. Students complete Handout 1B: Independent Reading Log once they have completed the homework. For independent reading, in the teacher materials for Module 1, in Appendix D: Volume of Reading it states, “Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of independent and/or choice reading program.” While reading, students follow a similar sequence of Wonder, Organize, Reveal, Distill, Know and Vocabulary with Reflection Tasks to complete. Within Module 1, students are given a selection of three biographies, two picture books, one literary and the other information as well as nine technical accounts ranging from 590L to 1170L. Again, fluency practice is assigned each night; however, this can be done in tandem if the teacher, or student, so chooses. Within student materials, parents are provided a Tip Sheet which provides parents and families the module overview, questions to ask at home, ideas for speaking about the module content, as well as the Volume of Reading list.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each module, students are provided opportunities such as informal peer conversations, genre writing, Socratic Seminars, and module focus writing to demonstrate understanding. For example, in Module 3, Lesson 10, students reread an excerpt from <i>Tea with Honey</i> by Allen Say and answer the questions, “What does Joseph say he needs to be happy somewhere?” and “What does May say she needs to be happy somewhere?” Students work in small groups to find three pieces of evidence to show Masako’s point of view about living in Japan. As a class, groups share their evidence to the question, “What caused Masako to decide to stay in Japan?” After gathering evidence, students participate in a Socratic Seminar with the following prompt, “Did Masako make a good decision when she chose to stay in Japan? Why or why not?” This seminar is presented as a twenty-five-minute task and goal setting is encouraged. In Module 2, Lesson 5, as a class, the students reread pages 3-4 of <i>Starry Messenger</i> by Peter Sis. Students Think-Pair-Share their answers to six TDQs and also add the vocabulary word doubt to their vocabulary journals. Students think aloud about the relationship among the</p>

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>events described on pages 3-4, noting whether the event is a cause or effect. At the end of the lesson, students use the skills learned during the lesson to explain the effects of Galileo building a telescope and also how it set in motion a series of other events. Students discuss and create a chain of cause and effect relationships by orally building on the statement of the previous students in a Whip Around protocol. In Module 1, Lesson 2, students examine the Craft Question, “Why is a topic statement important?” The teacher begins by asking the class, “What do you know about topic statements?” Students then record the prompt, “What is the focal point in The Great Wave?” in their Response Journals. The teacher uses the Painted Paragraph Strategy to model for students how to deconstruct a paragraph to identify the topic in order to create a topic statement. As a class, the students develop a collaborative topic statement for the paragraph and proceed to record the statement as well as the remainder of the paragraph in their Response Journals to use throughout the module.</p>
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</b></p>	<p><b>Yes</b></p>	<p>The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. In the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>modules, students participate in writing and discussion activities based on evidence. Text-dependent questions and activities support student responses and reflect on how it enhances the impact of their writing and discussions with peers. Prompts and graphic organizers are provided to scaffold the learning process and ensure students gather evidence effectively. For example, in Module 1, on the End-of-Module Task, students write a multi-paragraph essay on the topic of why artists or scientists explore the sea. To complete this task, students introduce the topic and provide information from the module texts to support their answer. Additionally, they organize their ideas into paragraphs and use well-chosen details to develop each topic. Students work in small groups and are assigned one of the texts from the selection of connected texts in this module. The small groups work together to gather evidence to complete the Evidence Organizer for their assigned text and answer the prompt, “Why do people explore the sea?” From there, the class engages in a brief discussion analyzing the evidence they gathered from the texts. Then students identify two reasons people explore the sea and begin planning their essays. In Module 4, Lesson 6 students begin prepping to complete Focusing Question Task 1. Within this assessment students research Alvin Ailey and must use at least two sources to gather evidence, among the sources is the text <i>Alvin Ailey</i> by Andrea</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Davis Pinkney and the Back matter from Alvin Ailey as well as the interview with Alvin Ailey and Katherine Dunham. Once students choose their two sources, they complete Handout 6A: Research Note Catcher. After students have completed their research, they exchange ideas and record new information with a partner.
	<p><b>Required</b></p> <p><b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<b>Yes</b>	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Students participate in the three writing modes through Focus Question tasks and the end of module writing. Each focus task is aligned to the writing mode at the end of the module. This prepares students for the success criteria needed to demonstrate understanding. Throughout the modules, students practice different types of writing through guided lessons. These lessons are designed to help students become independent writers. At the end of each module, students complete an End of Module task that demonstrates the skills acquired throughout the lessons. Additionally, they complete several written Focusing Question Tasks throughout the module. The purpose of writing varies depending on the texts and tasks assigned in each module. For example, in Module 2, students answer various writing prompts throughout. In Lesson 11, students begin planning for Focusing Question Task 1, an explanatory essay explaining to families how Galileo helped people learn about

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>space. Students must support their responses using evidence from <i>Starry Messenger</i> and “Galileo’s Starry Night.” In Lesson 26, students complete Focusing Question Task 2 which requires students to write an opinion essay answering the question, “Would you like to have been an astronaut on the Apollo 11 Mission?” Students use two of the core connected texts to supply evidence. In Lesson 34, students complete Focusing Question Task 3, a four-paragraph opinion essay about why one of the art pieces that was studied within the module belongs in an art exhibit. Each of these tasks prepares the students to use core texts to gather evidence to complete the End of Module Task, an opinion essay over Lessons 35 and 36. In Module 3, students’ first Focusing Question Task is an explanatory essay that compares and contrasts two of the core texts, <i>Grandfather’s Journey</i> and <i>Tea with Milk</i>. Beginning in Lesson 12 and continuing through Lessons 13 and 14, students write an essay explaining an important similarity and difference between the immigration experiences of the main characters of the text, they must use at least three compare and contrast linking words and phrases as well as an introduction paragraph that introduces the topic to the reader. In Lesson 24, students create Focusing Question Task 2, a narrative in a letter format. Students gather evidence from three texts, <i>Coming to America</i>, <i>The Steerage</i>, and “Oral Histories.”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Lessons 32 and 33, students continue their work with narratives with Focusing Question Task 3, within this task students plan and draft a short narrative about when Patricia’s mother first tells her about the keeping quilt and its importance in family traditions. Using evidence from <i>The Keeping Quilt</i> by Patricia Polacco to support their response students complete this writing task. The work from these three Focusing Question Tasks prepares students for the End of Module task in Lessons 34 and 35. Choosing one of the given moments from one of the core texts studied during the module, students complete a short narrative, supporting their response with evidence from the corresponding text of the moment they chose.</p>
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<p><b>Yes</b></p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities to experiment with grammar while analyzing the author's craft in core texts. For example, in Module 1, Lesson 1, students identify the parts of a complete sentence from the poem “The Sea Wind” by Sara Teasdale (W.3.2, L.1.a). Students begin this module by examining the Craft Question, “Why is it important to write in complete sentences?” The teacher begins by displaying examples and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>nonexamples of a sentence and posing the question, “How are the examples different?” Students review and record the definitions of, noun, verb, sentence, and subject in the Language Skills portion of their Knowledge Journals. Collaboratively, a Complete Sentence Check chart is created and the teacher models how to identify the parts of a sentence using the checklist. Students practice using their checklist with a partner with the sentence, “The wind comes whispering in between.” to solidify their learning. In Module 4, Lesson 3 Deep Dive, students experiment with the Craft Question, “How do I distinguish between conventions of spoken and written English?” Students use the anchor chart created from the core lesson to help identify conventions. Students mix and mingle how to persuade one of their parents or guardians to pack their favorite lunch. Students proceed to write on a sticky note asking for their favorite lunch, students then share out how they used conventions. In small groups, students discuss why it is important to know when to use formal and informal conventions in both speaking and writing. The lesson concludes as the students complete two sentence frames to show how they would use a convention for spoken and written English to provide the same information about what is happening in the illustration on page 27 of <i>Emma’s Rug</i>.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Module assessments are built with a backward design layout in mind. Students partake in five types which lead back to the overall End of Module Task. These assessments include one check for understanding per lesson, three to four focusing question tasks per module, two to three new read assessments per module, two to three Socratic Seminars per module, and the end-of-module task. Students also receive vocabulary assessments at the conclusion of each module. These assessment methods are systematic and consistent across modules. Students also have various self-assessment measures in place for writing and reading. For example, in Module 1, Lesson 2 students conclude the lesson by engaging in a quick write to answer the following prompt, “Use domain-specific vocabulary from the lesson to explain how key details help express a central message in The Great Wave?” Materials provide clear success criteria such as, “use details to determine the central message of the text” and “the topic sentence introduces the main idea of the paragraph.” The End of Module summative task assesses students on their ability to write an explanatory essay explaining why artists or scientists explore the sea. Students must have a topic statement and use evidence from the module texts to support</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their answers, employ academic vocabulary, and identify one reason why artists or scientists explore the sea. Success criteria is accessible to both teachers and students extensively throughout the module. In Module 2, Lesson 18 students complete New-Read Assessment 2. Students read the article, “Apollo 11: The Eagle Has Landed” by Leigh Anderson and answer text-related multiple-choice and short-answer questions. Materials provide clear next steps when reviewing data, as well as possible small group supports using small excerpts from the text focusing on reviewing reading skills previously modeled such as referring to evidence to support what the text says, as well as text features and structure.</p>
	<p><b>Required</b>  <b>7b)</b> Materials <b>assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Each of the modules assess students’ knowledge built over the course of the unit utilizing the Focus Question tasks and End of Module writing. Each module implements a backwards design. End of Module Tasks are broken down into Focus Questions. In every module, students complete Check for Understanding assignments daily. Teachers analyze the results of these assignments to identify any gaps or needs in their students’ learning and provide immediate support where necessary. Assessments are closely tied to the content taught in each lesson and module and serve to build towards the final End-of-Module Task. For example, in</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Module 4, the Essential Question that students work towards understanding is, “What is an artist?” Throughout the module, students focus on three Focusing Questions, “What inspires artists?” “How do artists make art?” and “What are some character traits of artists?” Each Focus Question is answered over the course of nine to ten lessons, and each lesson has a Content Framing Question. Students gain substantial knowledge during Focus Question Arcs forming a firm foundation prior to answering the Essential Question in the End of Module Task. In Module 1, students build knowledge around the topic of the sea to gain understanding of why artists and writers use domain-specific elements to express ideas. The Essential Question for this module is, “Why do people explore the sea?” Students begin with the Focusing Question, “How do artists explore the sea?” This Arc is followed by Focusing Questions Two, “Why and how do scientists explore the sea?” and then Focus Question Three, “Why and how do scientists explore sea creatures?” The questions steadily advance students to the various Knowledge Goals of the module such as, “explaining how scientists observe the ocean to learn more about it.” Finally after engaging with multiple core and supplementary texts throughout the module, students end the unit by writing an explanatory essay about why artists or scientists explore the sea.</p>

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	<p><b>Required</b>  <b>7c) Aligned rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials issue answer keys, rubrics and exemplars within Appendix C of each module. Guidance for interpretation can be found within Lesson Context and Alignment. All modules include guidelines for assuring students are acquiring the knowledge and skills set forth in the Module Goals. For example, in Module 1, Appendix C includes one New-Read Assessment answer key as well as sample responses with success criteria for the assessment. For example, within the Lesson 22 answer key, it states, “Answers will vary but should briefly summarize the main idea in the text and provide two key details that support the main idea.” In Module 3, Lessons 24 and 33, students are assessed using the Narrative Writing Rubric for each of the Focusing Question Tasks. This is the same rubric that is used during the End of Module Task. Materials promote clear understanding of success criteria as these criteria are stated within the teacher manual under Context and Alignment for Lessons 24 and 33. This section of the teacher guide provides the goals of the assessment as well as Next Steps after completing the assessment. Exemplar writing samples for the Focusing Question Tasks are provided in Appendix C. These samples offer the task with standard alignment, Success Criteria, and how each Focusing Question Task supports the End of</p>

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			Module Assessment. Models are provided in the Teacher Materials to review and support the students during instruction.
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<b>Yes</b>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, teachers gradually release responsibility for a specific writing mode through a series of lessons. While students build knowledge of module themes through complex texts, they also analyze the author's craft. Students move through four craft stages for each module writing they complete. These assessments serve as a way to monitor the students' growth, success, and challenges. It also allows teachers to support, differentiate, and extend instruction for individual students based on their performance. As the students learn and master new skills, teachers gradually lessen the supporting scaffold. Whether a Focusing Question Task, or End of Module Task, students follow the same craft steps to ensure understanding and success. These stages include: Examine, Experiment, Execute and Excel. For example, Module 2, students move through a Craft Cycle with a focus on explanatory writing related to Galileo and how he helped people learn about space. In Lesson 3, students begin to work with the core text <i>Starry Messenger</i> by Peter Sis. In Lesson 3, students review the "Describe Your Knowledge to a TEE" anchor</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chart from Module 1 and begin working with Handout 3A: Describe Your Knowledge to a TEE Writing Planner. With this writing planner, students work together in small groups “to practice developing a topic using facts, definitions, and details in a paragraph that explains why Galileo is an important astronomer.” Students use their Response Journals to identify evidence for their paragraph. In Lesson 5, the teacher gradually gives responsibility over to the students. Students execute using facts, definitions, and details within a paragraph. Students use the same writing planner from Lesson 3 again in this lesson with their partner to create an explanatory paragraph. Students use an index card to write a definition, fact, or detail from <i>Starry Messenger</i>. From there, students are assigned into groups of three and explain whether their index card does or does not explain what happened to Galileo when he challenged tradition. In their groups, students choose two of the best pieces of evidence and proceed to add notes to the elaboration boxes on the writing planner. Then the lesson concludes with students using their writing planners to independently draft an explanatory paragraph. Gradual release is provided within this module to ensure student abilities are assessed to remediate if needed. After each writing opportunity, students read their paragraph to their peers and excel by revising their paragraphs using</p>

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			<p>from peers. This writing prepares students for the upcoming End of Module Task. In Module 3, Lessons 17-19, students move through a craft cycle with a focus on writing an engaging narrative introduction related to the text, <i>Coming to America</i> by Betsy Maestro. Students follow a similar sequence of gradual release as previously stated. In Lesson 17, students examine how to engage and orient the reader by engaging with narratives texts. Students work in small groups and read the introductions of various fictional texts. Groups discuss several questions such as, “Who is the main character?” and “Why would a reader want to keep reading?” They write in their Response Journals explaining how the author engages the reader. In Lesson 18, students experiment with engaging and orienting the reader. Students are introduced to mnemonic ESCAPE. In this lesson, students are only to focus on the first three letters, E, establish the situation, S, setting and C, characters. Students examine the illustration on page 13 of <i>Coming to America</i>. They first choose one character on the page that interests them and then use Handout 18A, a graphic organizer, to organize their ideas for a story they could write about the person they chose. In Lesson 19, students both execute and excel at writing an introduction for a narrative. Students review their notes from Handout 18A with a partner, orally rehearsing exactly what they plan to write,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students then independently draft their introductions. Students excel by exchanging introductions with a partner. The peer reviewer has four questions to respond to including: “Who is the story about?” “What is the setting?” “What is happening?” and “Why would a reader want to keep reading?” Once the peer review is complete, students revise their respective introductions as needed.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Student writing assessments and rubrics are built into five craft features: structure, development, style, conventions and process. These stages are also aligned with speaking and listening rubrics. During lessons, this common language is used when exploring new writing skills amongst core texts; skills which are necessary for assessment tasks. In the beginning of modules, students focus on structure and development to then deepen their understanding through the purpose of style and craft. Rubrics and guidelines are clear for students. Rubrics are put in student-friendly task checklists. Exemplars and task questions are reviewed thoroughly and peer feedback is provided in conjunction with checklists to revise writing. For example, in Module 1, students have practiced various explanatory writing strategies and evidence collecting techniques when analyzing core texts to plan a multi-paragraph essay in Lessons 31 and 32. This essay focuses on</p>

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			<p>why artists or scientists explore the sea. Success criteria for the assignment is listed in the teacher manual. Student assignment descriptions and student-friendly explanatory writing checklists are included as well. In Lesson 32, students excel at writing an essay by using the Painted Essay Strategy to revise their work, once they have completed revising their essay, students complete the first column on Handout 32A: End of Module Checklist. Essays are then given to a partner to complete the second column of the checklist, partners also engage in Praise-Question-Suggestion protocol to provide additional feedback to their partner. In Module 4, Lesson 16, students follow some of the same protocols for planning and writing, however students also complete a Socratic Seminar based on their evidence findings thus far. Students review the Speaking and Listening checklist and choose a personal goal to work on within the seminar. Criteria to be rated includes: selecting details from the text to be included during discussion, linking comments to comments of other participants, being prepared for the discussion, and listening for key words. Once the Socratic Seminar concludes, students complete Handout 16B: Socratic Seminar Self-Assessment, students evaluate themselves using a three-letter scoring system, A=always, S=sometimes, N=Next Time. Students also provide evidence from the Socratic Seminar of their score.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials implement a consistent learning cycle across the modules. When introduced to a core text, students enter five content stages: Wonder, Organize, Reveal, Distill, and Know. Each lesson provides suggested approaches to unit themes and texts that assist students in comprehension. For example, in Module 3, Lesson 2, Welcome section, students review the elements of fictional texts: character, settings, conflict, events, resolution, and central message to prepare for the Learn portion of the lesson where they organize story elements in the core text, <i>Grandfather's Journey</i>. In small groups, students reread the text before discussing Text-Dependent Questions (TDQs) such as, "Who are the characters in the story?" and "Who is the main character of the story and how do you know?" The teacher guide provides the following scaffold for the two TDQs, "Some students may have difficulty answering two-part questions. Consider breaking the question into two questions and allowing students to answer each part of the question separately." Students also discuss the TDQ, "Who tells the story and how do you know?" From this discussion, the teacher introduces the vocabulary word narrator. The Teacher Guide advises the teacher to "invite a student to describe what he or she did when he or she entered the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>classroom.” This discussion provides the scaffold for the vocabulary word. In Module 1, Lesson 10, the teacher shows the short video “Why the Ocean Matter” to students in order “to provide an entry point for all students regardless of their background knowledge or literacy skills...” After watching the video, students record two questions about the ocean as well as two new pieces of information that they learned. Later in the lesson, students engage with the text, <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i> by Molly Bang and Penny Chisholm where they encounter the same ideas from the video in the beginning of the lesson. Students use what they have learned from video and the text to answer the questions they generated as well as more Text Dependent Questions. In Module 4, Lesson 11 Deep Dive, students “use a glossary or dictionary to clarify the meaning of the vocabulary word explore.” The teacher reads a passage from the text, <i>A River of Words</i>, and leads a discussion about what the word, explore, might mean in the context of the passage. The Teacher Guide has a scaffold to support students on how to use a dictionary to determine the meaning of a word. Pairs of students reread the definition of explore in the dictionary and then in their Vocabulary Journals write at least two facts about how William Carlos Williams explored.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Students utilize recurring reading strategies and learning routines that are transferable to all core texts rather than isolated instances. These strategies include: questioning, note-taking, annotations, summarization and evidence collection. Consistent content stages (Wonder, Organize, Reveal, Distill, Know) throughout modules, along with framing questions, allow for students to build knowledge and insight utilizing the same sequence. For example, in Module 2, Lesson 16 students engage in the Reveal stage of analyzing core text, <i>Moonshot</i>. This stage allows students to gain more independence in analyzing texts for point of view. Students reread pages 26-27 of the text, paying close attention to how the illustrations and text show the different points of view of the astronauts and people on Earth. Before rereading pages 26-31 again, students Think-Pair-Share two TDQs, “How does the description of the astronauts on page [26] differ from the perspective of the public watching the landing on TV?” and “How do the multiple descriptions help you understand how the perspectives of the astronauts and the public differ?” Then, students discuss the last TDQ, “According to the text, how does Armstrong’s point of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>view about landing the Eagle differ from that of the people watching on television, and how do you know?" From there, students work in small groups and are given a group to identify and analyze the point of view. Students use a variety of strategies to understand the point of view of various groups in the text. In Module 4, Lesson 22, students read and summarize the text, <i>Action Jackson</i>, to determine relevant information for their Focusing Question Task. Students begin by listening to a read aloud of pages 3-5 of the text. The class analyzes a sentence from page 4, "His eyes miss nothing—sunlight on the tree branches, tangled stalks of blackberry bushes, beetles crawling in the grass underfoot." The teacher models how to choose the most relevant information and summarize the sentence by reducing the amount of words. Students are assigned one of the last five paragraphs in the text on pages 28-29, rereading and then summarizing the information learned from their paragraph before adding their info to Handout 20A: Research Notes Jackson Pollock.</p>
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide text-dependent questions and deep dives within each lesson that prompt a return to focused aspects, or parts of the text. For example, in Module 3,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lesson 4, students identify the narrator and point of view in <i>Grandfather's Journey</i>. The lesson begins with a brief review of the definition of narrator. Students then reread the text, <i>Grandfather's Journey</i> in pairs and answer a variety of TDQs, such as, "Who is the narrator of Grandfather's Journey and how do you know?" and "Reread pages 30-32 of Grandfather's Journey. How does the information on page 31 help explain the sentence, 'I think I know my grandfather now,' on page 32?" Students use the discussions to identify the grandson as the narrator. Students then use their reread to complete a Venn diagram to compare and contrast the grandfather's and narrator's points of view. In Module 4, Lesson 2, students participate in small-group discussions. The teacher displays the illustration on page 23 of the core text, <i>Emma's Rug</i>, and rereads the text on page 22. Students prepare to participate in a small-group discussion surrounding the prompts, "Based on the text and illustrations in <i>Emma's Rug</i>, what inspires Emma?" Students identify one or two goals from the Speaking and Listening Checklist to focus on during the discussion. When the discussion concludes, students independently complete Handout 2B: Character Analysis by reviewing their notes and reflecting on the class discussion. Students practice using complete sentences by sharing their work with a partner.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p><b>Yes</b></p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each of the modules offers formal discussion in the form of Socratic Seminar and writing supports. Socratic Seminars are consistent through modules as a form of assessment. For example, in Module 1, Lesson 17, students participate in a Socratic Seminar, engaging with the question, “Why is the ocean important?” Students first review Handout 17A: Socratic Seminar 2 Self-Assessment to clarify the guidelines of the seminar. The teacher provides various sentence frames such as, “I notice in the text that ____.” “This makes me think ____.” or “I understand what you said, but the text says ____.” to assist students in using text evidence and disagreeing respectfully. Students are also provided a word bank of text-specific words and are expected to use at least three of the words. The Teacher’s Edition advises the teacher to use a Think-Pair-Share routine before beginning a Socratic Seminar to provide students with an opportunity to rehearse their ideas. In Module 2, Lesson 14, students experiment with introduction paragraphs. Students listen to an example and a non-example of an introduction paragraph, identifying if it is, an “introduction to an explanatory essay,” “body paragraph of an explanatory essay,” or “introduction to an opinion essay.” After students identify what kind of paragraph the example is, students discuss how they know</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>what kind of paragraph it is. Students are divided into small groups to complete the following prompt: “In your opinion, where is a place in <i>Moonshot</i> that Brian Floca could have used more or fewer pages to describe an event of the Apollo 11 mission? Write the introduction paragraph for an opinion essay.” Students use sentence frames as they collaboratively write the paragraph.</p>
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers. Each module follows a predictable structure by combining content and craft for students to build understanding. Teacher and student materials have digital access. This also includes assessment-based materials. Teacher Edition begins with the end goal in mind, offering a look at the Module Summary, Essential Question, Focusing Questions, and Major Assessments. Teachers can see the scope and sequence of the module using the Module Map. Lessons are laid out in a straightforward manner thereafter. Each lesson provides an overview of standards, Focusing Questions, Content Framing Questions, Craft Questions, and texts needed prior to starting. Lessons also give clear guidance to teachers for pace, scaffolding suggestions, and assessment review throughout. Student materials are organized according to lessons in the order in which they are needed. Teachers can easily direct students to the appropriate activity by a number and letter. For example, in Module 1, Lesson 2, teachers</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>distribute and review Handout 2A: Boxes and Bullets for Art to students so they can determine the central message and analyze <i>The Great Wave</i>. This is also evident in Module 4, Lesson 32 when teachers return students' completed Handout 31A: End-of-Module Task Research Notes for them to use when writing their End-of-Module Task. This is helpful when returning to previous knowledge from various lessons and where to locate them within student workbooks, or online materials.</p>
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. All students are given the opportunity to learn from grade-level advanced texts. Teacher manuals provide supports for diverse learners throughout. Analysis sections follow each lesson to offer guidance on diagnosing student needs based on assessment data, additional supports, and next steps in relation to the following lesson. For example, in Module 2, Lesson 19, students Notice and Wonder about the text, <i>One Giant Leap</i>. In pairs, students review their Knowledge Journals and generate a list of things they might notice while reading <i>One Giant Leap</i>. They then preview the text by reading independently and examining the</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>illustration. The Teacher’s Edition includes guidance on how to differentiate for students which states, “to accommodate varying levels of reading ability, consider creating an audio version of the text that students can listen to as they explore the book independently” and “help students articulate their thinking by providing the following sentence frames: On page ___ I notice _____. This makes me wonder _____.” Students who are ready for acceleration are provided Extensions. For example, in Module 3, Lesson 8, students identify story elements in the text, <i>Tea with Milk</i>. Students reread the text in small groups and Think-Pair-Share various TDQs. In order to extend their learning, students first discuss the question, “What is the relationship between the narrator of <i>Tea with Milk</i> and the narrator of <i>Grandfather’s Journey</i>?” From there, the class creates a family tree depicting the relationships among the characters in both books. Each module also offers English Learners bilingual glossaries, family welcome letters, and family tip sheets in thirteen languages to support the school-to-home connection. The materials also include specified scaffolding suggestions for English Learners.</p>
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Modules include approximately 150</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. Materials provide time between modules for short studies of favorite texts related to module topics or other important topics, research projects to apply skills and build knowledge, and possible field trips that connect to module topics. The guidance provided for the time between modules is four instructional days. In addition, the materials accommodate extra time within modules for teachers to respond to specific student needs. Pause points can be utilized for re-teaching, scaffolding, or extending lessons based on students' strengths, needs, and interests. Teacher guidance is provided within the Analyze section at the end of each core lesson for ideas for additional support during pause points. Lesson structure and pace averages to 85-90 minutes per lesson, 75 minutes for the core lesson, and 15 minutes for a Deep Dive.</p>

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

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

Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)</b> <sup>16</sup>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality</b> <sup>17</sup>	5. Range and Volume of Texts	<b>Yes</b>	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The majority of oral and written tasks at all grade levels require students to demonstrate the

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

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p>
	7. Assessments	<b>Yes</b>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>
	8. Scaffolding and Support	<b>Yes</b>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <b>Tier 1, Exemplifies quality</b></p>			

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **4**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Core texts placed within the four modules include a range of eight literary, five informational, and three poetry reading opportunities centered around a single theme or topic per module. The majority of texts fall between 640-1120L, as identified by quantitative measures. Five of the core texts extend past the Grade 4 740-1010 Lexile band, and one of the sixteen falls below. The five above-level texts are utilized within guided, repeated reading settings. Analysis of the text and necessary skills is not conducted until thorough modeling has occurred. Texts extending past the grade level threshold offer knowledge that builds throughout the module and is accessible to students with teacher support. Therefore, texts that students are responsible for independently reading are complex in meaning and language, yet age-appropriate. In Module 1, students read the literary text, <i>Love that Dog</i> by Sharon Creech. Qualitative analysis deems this to be moderately complex. This is the case as multiple levels of meaning flow throughout the free verse novel. Sentence structure, unconventional</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>punctuation, and language within the text may be complex and less accessible to some readers. However, the first-person conversational tone and common experiences portrayed allows for engagement and the opportunity to explore poetic ideas with guidance. This text has a quantitative measure of 1010L which falls at the upper threshold of the 4-5 grade band. This text is utilized as a guided repeated reading which prepares students for nuanced and abstract concepts later in the year. In Module 2, students read the literary short story, <i>All Summer in a Day</i> (950L) by Ray Bradbury. This text falls toward the upper level of the Grade 4 quantitative range. Qualitative analysis deems this to be moderately complex. The chronological structure of the text is clear, straightforward, and easy to follow. Word choice and sentence structure is moderately complex by using varied sentence lengths and descriptive, figurative language. The text is utilized consistently as it depicts extreme measures taken in extreme settings. Teacher support is provided throughout with repeated, focused readings. In Module 3, students read the informational, historical text, <i>George vs. George: The American Revolution as Seen from Both Sides</i> by Rosalyn Schanzer. This core text is listed as a 1120 Lexile which is considered well above the Grade 4 range. Qualitative analysis deems this to be very complex. The informational nature of this</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text offers an organized flow of ideas that build upon one another, and it provides a series of illustrations, headings, and captions to define ideas further. This text is dense with mostly complex, domain-specific language and sentence structure. Students may struggle with background knowledge, and vocabulary demands are high. The incorporation of government and philosophical differences and volume of historical figures may prove challenging. This text is extensively utilized when gathering information. When provided with the embedded supports, supporting text features, and teacher guidance, students will be able to access the concepts. Overall, core and supporting texts are appropriately complex. Modules provide practice with on-level and above-level texts. These reading opportunities promote challenging knowledge and language demands while remaining accessible to students with the assistance of a teacher. Students are guided through a wide range of activities to analyze texts and gain full comprehension of their purpose to demonstrate mastery in the end of module tasks.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Literary and informational texts following module</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>themes are presented throughout the year. Eleven of the sixteen core texts offered are critically acclaimed pieces of writing, or have been written by award-winning authors. In Module 1, Lessons 19-29, students explore the figurative meaning of a great heart in <i>Love that Dog</i> by award winning author Sharon Creech. During this reading, students gather, from a young protagonist, how word choice and poetry study can evoke powerful emotions to affect the reader. Sharon Creech is also highlighted later in Module 4 for her Newbery Medal award winning book, <i>Walk Two Moons</i>. In Module 2, students read a variety of critically acclaimed texts such as the Newbery Honor-winning young-adult wilderness survival novel, <i>Hatchet</i> by Gary Paulsen, the short story <i>All Summer in a Day</i> by National Book Foundation Medal and Pulitzer Prize Special Citation author Ray Bradbury, as well as two poems by the Pulitzer Prize winning author, Robert Frost. Students build knowledge on the aspects of environments to understand human responses to challenges presented in nature. In Module 3, Lessons 16-20, students read <i>The Scarlet Stockings Spy: A Revolutionary War Tale</i> by the award winning author of over thirty picture books, Trinka Hakes Noble. Students use this text to investigate the events of the American Revolution and the determination needed to succeed as a colonist. Students revisit this text throughout the module to research and build knowledge in comparison to other</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>informational texts. In Module 4, Myth Making, Lessons 1-8, students focus on an informational text to build knowledge of myths from various cultures and their origins. This informational text titled, <i>Understanding Greek Myths</i>, is written by the Junior Library Guild award winning author, Natalie Hyde. Students enter a comparative study later in the module to discover similarities amongst Greek and Native American cultures when viewing themes and purpose.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four modules includes an Essential Question that students answer by the end of the module. In order to answer the Essential Questions, students progress through the lessons within the Focusing Question Arcs. Texts within each module are selected to build knowledge and understanding of the theme and vary in complexity. For example, Module 2, Arc 1, Focus Question 1, Lessons 1-10, The Focusing Question is “How does the setting affect the characters or speakers in the text?” Students begin by listening to the teacher read aloud the text <i>All Summer in a Day</i> to observe, or Notice and Wonder, and provide context in how sensory details play to the Focusing Question. Students then reread the text in small groups, analyze</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the sequence of events in the story, and create a tableau of a predetermined section of text. Students describe the scene using sensory details. Students continue to build knowledge of sensory details and their connection to the story’s setting, as well as why the author would make such choices. Toward the end of this Arc, students comparatively analyze the text and video depictions of <i>All Summer in a Day</i> to address character responses to the stressors of the setting. Finally, students then utilize their evidence collection of characters, theme, and sensory details from the text and poetry to write a narrative thought shot describing what they think and feel related to a certain setting. In Arc 2, Focusing Question 2, Lessons 11-16, students are guided by the following Focusing Question, “What makes a mountainous environment extreme?” Students work in small groups to explore new texts, such as <i>Mountains</i> by Seymour Simon and <i>SAS Survival Handbook</i> by John Wiseman. Students take notes, notice text features, practice identifying main ideas and key details, as well as analyze rich mountain descriptions. Finally, students then utilize their mountain terrain notes and findings from the texts to write their own vivid description of a mountainous environment which also includes a visual display in Focusing Question Task 2. Arc 3, Focusing Question 3, Lessons 17-30, students build upon the previous Focusing Question. Students focus on the question, “How does</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the setting influence character and plot development?" Within this Arc, students follow a similar pattern of observation and organizational analysis. Students read <i>Hatchet</i> by Gary Paulsen to analyze and evaluate Brian's changes both mentally and physically in response to the many challenges of living alone alongside nature. Students steadily practice reading fluently with partners and gather evidence of character actions to understand perspective. At the end of this Arc, students utilize their findings to complete Focusing Question Task 3, and create a short skit that explores Brian's decision about whether to help the government learn from his ordeal. This is accomplished through cooperative learning and collaboration utilizing comprehension of core texts, mountainous terrain and module vocabulary. Groups provide peer feedback based on Focus Question task criteria.</p>
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p><b>Yes</b></p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful reading throughout the unit of study. These texts are revisited as needed to support knowledge and build vocabulary. Students practice and explore vocabulary from all theme-related text. Throughout the materials, students revisit texts during lesson Arcs, as well as during the end of module tasks. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering and expressing understanding through verbal or</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>written expression. Each module has a clear complex text progression using a gradual release model. Students have the opportunity to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection. In Module 1, students read the core text <i>The Circulatory Story</i> by Mary K. Corcoran. Students reread the text to explain various text features and figurative language. For example, in Lesson 11, students reread and mark text features on pages 8-13 with sticky notes to create riddles. In small groups, students take turns presenting their riddles to the class. After all groups have presented, students reread pages 8-13 once again to prepare for the next activity, analyzing figurative language. Students then use their findings to answer the content framing question, “What does a deeper exploration of text features reveal about <i>The Circulatory Story</i>?” In Module 4, Myth Making, students read to learn about various Greek myths and their themes, such as <i>Walk Two Moons</i> by Sharon Creech. In Lesson 17, students reread various chapters to collect evidence on key plot events to answer the lesson Arc question, “How are Sal and Phoebe's stories connected?” Guidance in the jigsaw activity states, “Within each group, have one to three students review the assigned chapter for each of the three story layers. Each student writes short bulleted plot events on an index card.” Students also add two more entries to their evidence organizer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			previously used amongst earlier lessons. In Lesson 19, students reread Chapter 16 to review and make inferences when it comes to the main character. The Teacher’s Edition states, “Have students reread Chapter 16 on their own. Tell them to look again for a couple of things the author reveals about Sal through her time with her grandparents and things they may infer from what Sal says and thinks.” Students verbally share their findings with a partner using guiding questions.
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>2. TEXT-DEPENDENT QUESTIONS:</b></p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>2a) A large majority of questions in the materials are text dependent and text specific</b> supporting students in building knowledge; student ideas are expressed through both written and spoken responses.</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In each module, students answer a variety of Text Dependent Questions (TDQs) in groups, pairs and whole group discussions and students support their answers with evidence from texts. Students are prompted to answer TDQs after the focused whole group read aloud and/or small group rereading verbally. Students are also tasked with answering written responses during Land segments to express lesson understanding. The majority of the tasks within the modules require students to use text based evidence as well. Throughout the materials, text-dependent questions are prescribed daily whether verbally, or within written responses. Students have a variety of verbal response opportunities such as whole group, small group or in partner discussion settings. Students consistently</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>build knowledge within their response journals by expressing their understanding. These response journals are reviewed by the educator daily and utilized by the student for the end of module writing. Text dependent questions are aligned with module focus throughout. In Module 2, Lesson 12, students read <i>Mountains</i> by Seymour Simon to clarify and deepen understanding while also identifying key descriptions of mountain ranges. Students begin the lesson by reading and annotating pages 1-7 of the text with a partner. Once students have had a chance to read the pages they discuss various TDQs, such as, “What text features did you notice within the first seven pages of <i>Mountains</i>?” and “On page 1, it says that mountains ‘seem to be solid and unchanging, but they are not everlasting’ What precise word did the author use to help you understand this complex idea?” Later, students use the evidence collected in Handout 12A: Descriptions of Mountain Ranges to answer the question, “Based on these descriptions, how do scientists describe and compare mountains?” In Module 3, In Lesson 7, students research propaganda and bias by utilizing their knowledge from the two following sources: “Massacre in King Street” by Mark Clemens and <i>George vs. George: The American Revolution as Seen from Both Sides</i> by Rosalyn Schanzer. Students work in small groups answer four TDQS in their Response Journals, such as “Review your</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Boston Massacre three column chart from lesson four. Do the authors of George vs. George and ‘Massacre on King Street’ show bias in their retellings of the incident? Do you think these texts are being used as propaganda? Why or why not?” Once they have answered all of the TDQS, the class participates in a whole group share out.</p> <p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The materials provide support to help students succeed in tackling complex topics and texts through reading, writing, and discussions. The language used in the questions and tasks is in accordance with the standards of the grade level. The Louisiana Student Standards for English Language Arts is referenced for each grade level. For example, in Module 2, Lesson 8, students determine how the setting of the story affects the narrator of the poem. Working with a partner to analyze the poem, “Dust of Snow,” students answer TDQs such as the following: “What is a different response a person might have if he had snow knocked onto him? What type of person is the speaker in the poem based on his reaction to being dusted by snow?” (RL4.3); “What words or phrases show the speaker’s change in mood?” (RL4.4); and “What is the theme of the poem? Remember that a theme is a message about</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>life the author is sharing.” (RL4.2). Students use this analysis of characters and perspective to assist in writing a narrative thought shot. In Module 4, Lesson 16, students answer questions based on the text <i>Walk Two Moons</i> by Sharon Creech. Using the story map evidence completed in the first reading, students answer questions when rereading with a small group such as, “How would you describe Sal’s other grandparents - the Pickford’s? Why do you think Sal’s mother used the word <i>respectable</i> to describe them?” and “What does Phoebe find remarkable about Mrs. Partridge? What other remarkable things does she tell Sal?” (RL4.1). In Lesson 17, students focus on evidence based responses by answering the question, “Who is described as having a vivid imagination? How does the author use vivid descriptions throughout this story? Cite from the text in your response.” Students find at least two pieces of evidence within the text to support their answer in paragraph form (RL.4.1).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>3. COHERENCE OF TASKS:</b>  Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate</p>	<p><b>Required</b>  <b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Students consistently engage in content stages that are coherently sequenced to promote understanding and build the skills necessary to express thoughtful text analysis through spoken and written responses.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>			<p>Module lessons follow five content stages, building knowledge to answer the overall module Focus Question. Students participate in the following stages when engaging with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 1, Lesson 7, students begin working towards answering the Focusing Question, “What is a great heart, literally?” Students read <i>The Circulatory Story</i> by Mary K. Corcoran with a goal of observing illustrations and text features to make connections within their understanding of the text and its organization. In Lesson 8, students reread <i>The Circulatory Story</i>, with a specific emphasis on pages 6-7, to analyze the organization of the text. Students focus on the main ideas and supporting details of those two pages to complete a Boxes and Bullets Chart. In Lessons 9-14, students cycle through the stages of Organization and Reveal. Students enter a deeper exploration of figurative language and text features within large sections of the text to determine their impact on overall comprehension of circulatory system functions. Students answer questions such as, “What do you notice about how this page is organized?” and “Why might the author choose to put what seems like another introduction in this place in the book?” Students practice skills such as</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>paraphrasing and summarization to discuss the author's word choice, gradually analyzing a large portion of the text through this cycle to distill the text in Lesson 16. Students use the evidence gathered over previous lessons to answer the Content Framing Question in a Socratic Seminar, "What is the essential meaning of The Circulatory Story?" In Module 3, students utilize knowledge built on differing perspectives to write an opinion essay to answer the question "Were the American Patriots justified in fighting for the independence from Great Britain?" In Lesson 33, students complete a graphic organizer to capture evidence, which would support their opinion, from all the core texts read throughout the unit. In Lesson 34, students use this completed organizer to participate in a Socratic Seminar, verbally sharing evidence alongside their personal ways of thinking with the class. In Lesson 35, students then use the module core texts, their graphic organizer and Socratic Seminar discussion findings to write a well-organized opinion paragraph using a standards-based task rubric.</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The module lesson progression allows for students to build, apply and eventually integrate knowledge to demonstrate reading, writing, speaking,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>listening and language skills. Gradual release of skills are offered during individual lessons, as well as across lesson Arcs to ensure success when interacting with complex texts. For example, the Essential Question in Module 3 is “Why is it important to understand all sides of a story?” Students begin with an oral reading of <i>George vs. George: The American Revolution as Seen from Both Sides</i> by Rosalyn Schanzer to explore and summarize differing perspectives of the colonists and how these differences can lead to conflict. In Lesson 4, students begin to compare and contrast various perspectives surrounding a similar event. Students read the article, “Massacre in King Street” in a whole group identifying unfamiliar words and then answering TDQs such as, “Why did the Sons of Liberty organize a propaganda effort to blame the soldiers for the deaths of the five colonists?” and “What was the impact of the propaganda effort to the events of the massacre?” Students then compare and contrast the article to the text, <i>George vs George</i>, with a partner and Think-Pair-Share the question, “What is the benefit of reading multiple accounts of the same event, and some firsthand quotations? How does this reveal an author’s perspective on an event?” In Module 4, students are guided through learning activities which lead to answering the overarching Essential Question “What can we learn from myths and stories?” In Lessons 8-11, students continue reading and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>analyzing three core texts: <i>Pushing up the Sky: Seven Native American Plays for Children</i> by Joseph Bruchac, <i>Understanding Greek Myths</i> by Natalie Hyde, and <i>Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i> by Lise Lunge-Larsen. Within this section, using accumulated knowledge of stories from various cultures, students begin to compare elements of drama, prose and poetry, especially when crafting a myth introduction. In Lesson 8, students work in small groups to create a three column chart of characteristics for the differing types of literature. Small groups discuss and formulate a verbal response for how the three types of literature are similar and different based on findings. After discussing, students answer the written journal response prompt, “How does knowing about the similarities and differences between prose, poetry and drama help you as a reader?” During this lesson, students also review introductions from pieces of core text in small groups, observing key introduction writing criteria necessary amongst all and why this information is important. In Lesson 9, students read a drama in small groups focusing on a specific scene to present to the class as a tableau which prompts understanding of purpose and theme. Students then take a deeper dive into writing an introduction of their own using the drama they read. Students work in pairs, as well as in larger groups to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>revise work. In Lesson 10, students read a new drama in pairs. Students relate this drama with myths they have read earlier in the module. Students are driven by the Focusing Question, “What do myths from different cultures have in common?” to find similarities and differences within the theme and purpose using evidence charts. Students, then, independently write their own introduction.</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students are offered vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. For example, In Module 1, Lesson 13 Deep Dive, students read an excerpt from <i>The Circulatory Story</i> to examine the purpose and function of commas in compound sentences. Students define the parameters of a compound sentence through the example and then observe</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>various other excerpts from the text to address the rule when punctuating a compound sentence. Students answer the following questions verbally with a partner: “What would happen if a writer took three or four sentences and combined them into one?” and “How does a comma help a reader comprehend a compound sentence?”</p> <p>In Lesson 14, students review previous learning to experiment with commas in compound sentences. Students use sentences from <i>The Circulatory Story</i> to practice combining two sentences into a compound sentence with a partner. Finally, in Lesson 15, students execute their learning by independently creating compound sentences using sentence frames. In Module 3, Lesson 6, after examining <i>Massacre in King Street</i> by Mark Clemens, students examine fragments and run-ons through direct quotations from the text. During Learn, students discuss questions such as: “What is a complete sentence? What does a sentence need to stand on its own?” and “Why would you want to avoid using fragments and run-on sentences in your writing?” Students then practice identifying subjects and verbs in text sentences. In Lesson 7, using excerpts from the text, <i>Massacre on King Street</i>, students sort fragments, run-ons and complete sentences into the appropriate column. Students verbally answer the question, “What makes a good sentence? What makes a sentence complete and effective?” Students then</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			craft their own complete sentence about the Boston Massacre highlighting specific elements which make it a complete sentence. In Lesson 8, students work in groups to write and correct incomplete sentences into complete sentences. Students use their knowledge of what a complete sentence must have to ensure understanding of what to omit. Students then work independently to revise their explanatory essay by underlining subjects and circling verbs in each sentence. Students then complete a peer review to follow up on corrections using the explanatory writing checklist.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<b>Non-negotiable*</b> <b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the	<b>Required *Indicator for grades K-5 only</b> <b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a> ) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	<b>N/A</b>	
	<b>Required *Indicator for grades K-1 only</b> <b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	<b>N/A</b>	
	<b>Required *Indicator for grades K-1 only</b> <b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	<b>N/A</b>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy</b>.</p>		
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4g) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	

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

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-2 only</b></p> <p><b>4h)</b> Materials provide opportunities for teachers to <b>assess</b> students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i)</b> Foundational Skills materials are <b>varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a)</b> Materials seek a <b>balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>• The majority of informational texts have an informational text structure.</li> <li>• In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Core texts placed within the four, fourth-grade modules offer eight literary and five informational reading opportunities, as well as three poetry and one drama. Students receive a six to ten lesson text span interaction to ensure gradual release and understanding of key skills occur when engaging with the specific genre. This average is based solely on instructional time. The average is calculated based on length of text, type of genre, and overall skills needed from the selection to promote development toward the End of Module Task. In Module 2, students engage</p>

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with novel and short story literary readings, as well as informational and poetry opportunities to answer the Essential Question, “How does a challenging setting or physical environment change a person?” Students begin the module by reading the literary short story <i>All Summer in a Day</i> by Ray Bradbury. Students gain key understanding of narrative elements, sensory details and emotion during this six lesson text exploration. Students then venture into the informational realm to determine characteristics of structure, as well as to gather and compare information surrounding mountainous regions. Students explore two informational texts, <i>Mountains</i> by Seymour Simon and <i>SAS Survival Handbook</i> by John Wiseman over the span of six lessons in preparation for answering the Focusing Question, “What makes a mountainous environment extreme?” In Module 4, students begin the module by delving into the informational text, <i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>. This exploration allows students to conceptualize the impact of Greek mythology on modern cultures, such as being enlightened on the origins of many modern day words and phrases. Students gather evidence from core informational texts to answer two Focusing Question Tasks, one during Lesson 6 and the other during Lesson 13. Students then enter a period of literary text examination. Students read <i>Walk Two Moons</i> to engage in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>structure, figurative language, theme and narrative element practice. During this time, students compare the narrative structure of <i>Walk Two Moons</i> to that of supplementary mythological short stories previously read, as well as poetry selections such as Henry Wadsworth Longfellow’s “The Tide Rises, The Tide Falls” and E.E Cummings’ “The Little Horse is Newly.” These comparisons take place over the course of nine lessons. Lesson sequence provides balanced instructional time amongst the core texts. Each text is introduced through a guided reading, as well as applies multiple repeated readings to address text-dependent questions and end of lesson word work. Students utilize the knowledge obtained while reading <i>Gifts from the Gods: Ancient Words &amp; Wisdom from Greek &amp; Roman Mythology</i>, as well as other informational texts, as well as <i>Walk Two Moons</i> and other short stories, to explain what common themes the reader learns when reading myths from various cultures. This information is essential to answer the Essential Question, “What can we learn from myths and stories?”</p>
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p><b>Yes</b></p>	<p>Materials include print and non-print texts of different formats and lengths. Each of the modules provide a wide range of core and supplemental material through varied platforms. For example, in Module 1, students engage with a painting, eight poems, three videos, and three biographies which are inserted and coordinated with</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>specified lessons in the module to build the most understanding toward the module focus. For example, in Lessons 3-5, students read three supplementary biographies. These biographies focus on the following individuals: Clara Barton, Helen Keller and Anne Frank. Students utilize these biographies to observe and collect evidence of a figurative great heart. Students then use the information collected to practice informational writing skills during the first Focusing Question Task. In Module 4, students engage with five pieces of artwork, three literary myths, two poems, four videos, and two websites which are inserted at various points throughout the module. For example, in Lesson 3, in conjunction with the art piece called "Parthenon," students watch the five minute video, "The Secrets of the Parthenon," to show how the Parthenon might have originally appeared. Using these supplementary materials, students are introduced to architectural structures and wording. Students discuss the connections of these materials to the individual lesson focus and overall lesson Arc Focusing Question. Later in Lesson 23, students utilize the two art pieces entitled "Pandora" alongside the text, <i>Walk Two Moons</i> by Sharon Creech. Students observe the two images to connect them to most recent learning. Students verbally share observations and connect the artwork to the upcoming assignment given to main characters in the novel. This artwork</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			provides background knowledge into the myth itself.
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. After each lesson, teachers are prompted to Wrap the lesson by assigning homework. Students are tasked with fluency practice each night using excerpts from core texts and can also choose to select a book from the Volume of Reading List provided to add to their understanding. As an example for fluency, in the teacher materials for Module 3, Lesson 21 it states, "Distribute Handout 21A: Fluency Homework. For this first night of fluency homework, students should accurately read the passage three to five times." Over the next three lessons student fluency focus changes each night to include: appropriate phrasing and pausing, appropriate expression and reflection. For independent reading, in the Teacher's Edition for Module 3, Appendix D: Volume of Reading it states, "Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of independent reading..." While reading, students follow a similar sequence of Wonder, Organize, Reveal, Distill, Know and Vocabulary with reflection tasks to complete. Within Module 3 students are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>given a selection of four historical accounts, seven novels and two picture books ranging from a 410 Lexile level to an 1100 Lexile level. Again, fluency practice is assigned each night, however, this can be done in tandem if the teacher, or student, so chooses. Within student materials, parents are provided a Tip Sheet which provides parents and families the module overview, questions to ask at home, ideas for speaking about the module content, as well as the Volume of Reading list.</p>
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b>  The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each module, students are provided opportunities such as informal peer conversations, genre writing, Socratic Seminars,, and module focus writing to demonstrate understanding. For example, in Module 1, Lesson 16, students participate in a Socratic Seminar, reviewing summaries, inference graphic organizers, and annotations in preparation to collaboratively discuss the Content Framing Question, “What is the essential meaning of <i>The Circulatory Story</i>?” Students answer prompts using evidence during the whole group Socratic Seminar to guide such as, “What do all of the main ideas we generated about sections of the book add up to?” and “How does the author make difficult</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>concepts understandable?” Peers respond with additions, agreements, or disagreements. This seminar is presented as a forty-minute task as expectations are clearly set and goal-setting is highly encouraged. In Module 2, Lesson 25, students work to complete a written response to the Content Framing Question, “What are the emerging themes in <i>Hatchet</i>?” Students read Chapter 12 of <i>Hatchet</i> and then participate in a small group discussion surrounding various TDQs such as, “What was Brian doing at the beginning of Chapter 12?” and “What happened to the plane? How does this make Brian feel?” Students use the evidence from this discussion to add an exploded moment to a provided narrative. In Module 4, Lesson 21, students respond to peers through an informal Think-Pair-Share protocol, after listening to Chapters 21 and 22. While annotating on sticky notes, partners answer the Text Dependent Question, “Why are Sal and her father feeling ‘pitiful and lost’ at the end of Chapter 22? How does this paragraph show that Sal’s thinking is starting to change?” Students then use the information they learned to complete Handout 16B, adding the final pieces of evidence for their Focusing Question Task to the evidence organizer.</p>
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended</b></p>	<p><b>Yes</b></p>	<p>The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts and present well</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>claims and clear information</b>, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		<p>defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from the text. In the modules, students participate in writing and discussion activities based on evidence. Text-dependent questions and activities support student responses and reflect on how it enhances the impact of their writing and discussions with peers. Prompts and graphic organizers are provided to scaffold the learning process and ensure students gather evidence effectively. For example, in Module 1 students work throughout lessons to build and revise their End of Module Task. This task prompt states, “Write a four paragraph informative essay that tells what it means to have a great heart, literally and figuratively. Develop your ideas from the module’s core texts and the evidence organizers.” In Lesson 32, students develop their ideas and gather evidence from the two core texts in the module, <i>The Circulatory Story</i> by Mary K. Corcoran and <i>Love That Dog</i> by Sharon Creech. Students use their Evidence Organizers from Lessons 17 and 29 to discuss the main ideas and textual evidence they want to include in their tasks. From there, the teacher guides the students through the writing, referring to the Informative Essay Template. In Module 4, Lesson 21, students participate in a Socratic Seminar surrounding the first half of the core text, <i>Walk Two Moons</i>. Students apply a deep understanding of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			connections between the characters, Sal and Phoebe to explore emerging themes. These themes along with evidence are discussed in a Socratic Seminar to answer the focus task question: “How are the story themes connected to Sal and Phoebe’s shared experience?” Students use Handout 16B: Evidence Organizer for Focusing Question Task 3 to cite evidence for their discussion. Students discuss using appropriate speaking and listening protocol. Once the discussion concludes, students write a response to the Focusing Question Task.
	<p><b>Required</b></p> <p><b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>• As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>• In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<b>Yes</b>	Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Students participate in the three writing modes through Focus Question tasks and the end of module writing. Each focus task is aligned to the writing mode at the end of the module. This prepares students for the success criteria needed to demonstrate understanding. Throughout the modules, students practice different types of writing through guided lessons. These lessons are designed to help students become independent writers. At the end of each module, students complete an End of Module task that demonstrates the skills acquired throughout the lessons. Additionally, they complete several written Focusing Question Tasks throughout the module. The purpose of writing varies depending on the texts and tasks assigned in each module. For example, in Module 1,

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			<p>students answer various writing prompts throughout. In Lesson 5, students end their first lesson Arc and complete Focusing Question Task 1 which includes writing an informative paragraph that explains how Clara Barton, Helen Keller, or Anne Frank demonstrated a figurative great heart. Students use evidence from supplementary texts to support their thinking. In Lesson 17, students complete the Focusing Question Task 2 which entails writing an informative paragraph that explains what it means to have a literal great heart. Students use core texts to supply evidence. In Lesson 28, students complete Focusing Question Task 3, students write an informative paragraph to identify a theme in <i>Love that Dog</i> and explain how the author develops this theme by showing a change in Jack from the beginning to the end of the book. Finally, in Lesson 32, students demonstrate mastery of module knowledge by completing the End of Module Task, an informative essay that synthesizes evidence from core literary and informational texts and explains the figurative and literal meaning of the term great heart. Students steadily progress in their writing skills throughout the module and work toward this end of module task along the way. Each Focusing Question Task builds knowledge and thoughtful writing that can be used at the end. In Module 2 students begin by building knowledge of the topic through narrative writing. In Lesson 10, students answer their first Focusing</p>

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			<p>Question Task. This assesses students on their ability to write a narrative thought shot. Using a character from the core text to support their thinking, students describe the character's thoughts and feelings pertaining to a specific setting. Students must use sensory details for peers to visualize the setting from the text. In Lesson 16, students answer their second Focusing Question Task which involves using their Bullets and Boxes Evidence Organizer to create a visual display to teach hikers about a mountainous environment and what makes it extreme. Students work with two core texts to locate evidence in support of their visual. Again, in Lesson 31, students continue to build knowledge for the End of Module Task with their last Focusing Question Task. This assessment asks for students to write a short skit in small groups that explores Brian's decision about whether to help the government learn from his ordeal. Students choose from two contexts and must use key details from the text <i>Hatchet</i> to aid their writing. Students must also write in a similar style as the author, Gary Paulsen. Finally, students are led to the End of Module Task in which they write a narrative survival story about being lost on a mountain from a first person perspective. Students have steadily gathered narrative skills throughout the module to be successful when piecing together their end of module assessment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b></p> <p><b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<p><b>Yes</b></p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students have opportunities to experiment with grammar while analyzing the author's craft in core texts. For example, in Module 2, Lesson 7, students execute punctuation for effect in dialogue using the core text “Dust of Snow” by Robert Frost. In previous lessons, students embarked on a deep exploration of the poem to examine and experiment with the use of punctuation in dialogue (L4.3b, W4.3b). Students rewrite the poem as a short story to include dialogue and punctuation to help reveal something about the characters, as well as to show what is happening between the characters Crow and the man. In Module 3, Lesson 8, students revise fragments and run-on sentences within their explanatory essay (L4.1f). Students review how to identify fragments and run-on sentences, using the content within the text, “Massacre in King Street,” students write either a fragment, run-on, or complete sentence in groups. Groups then swap cards to re-write the original sentence as a fragment, run-on, or complete sentence. Once discussing sentence creation in whole group, students use this knowledge to revise their explanatory essay for fragments, or run-ons.</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The lesson concludes with students engaging in a peer review of a partner’s essay. In Module 4, Lesson 24, students recognize and define idioms and adages/proverbs (L4.5b). Students explain how they add to writing as well by analyzing excerpts of the text <i>Walk Two Moons</i> by Sharon Creech. Students reread excerpts from pages 49, 125, 136, 144, and 145 noticing similarities and differences when it comes to figurative language. The teacher guides students through each excerpt to define the parameters of each piece of figurative language and determine strategies for identification. Students are then given new excerpts and work together to identify the idiom and discern the meaning based on context. Groups share their findings with classmates once complete.</p>
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Module assessments are built with a backwards design layout in mind. Students partake in five types which lead back to the overall End of Module Task. These assessments include: one Check For Understanding per lesson, three to four Focusing Question Tasks per module, two to three New-Read assessments per module, two to three Socratic Seminars per module and the End of Module Task. Students also receive vocabulary assessments at the conclusion of each module. These assessment methods are systematic and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>consistent across the modules. Students also have various self-assessment measures in place for writing and reading. For example, in Module 1, Lesson 6, students conclude the lesson by engaging in a formative quick write to answer the following question: “How do Thomas Eakins’ painting and Dr. Cross’ quotation extend your understanding of a figurative great heart?” Teacher Materials provide clear success criteria when checking for understanding such as, “accurately defines greathearted,” “provides two new characteristics of a figurative great heart,” and “connects new characteristics to that of Thomas Eakins and Dr. Cross.” The End of Module summative task assesses students on their ability to write an informative essay on the figurative and literal meanings of the term great heart. Students must have a clear focus statement that includes two points explained in the essay and two supporting paragraphs one explaining a literal great heart and the other a figurative. Each supporting paragraph must include evidence from text to support, as well as a concluding statement that reinforces and reflects on the focus statement. Success criteria is accessible to both teachers and students extensively throughout the module.</p> <p>In Module 3, Lesson 15, students participate in a Socratic Seminar in the form of a “Town Meeting.” Based on their study of the colonists, occupations, and perspectives, students discuss whether or not to hold the</p>

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			<p>Boston Tea Party. Teacher materials explain in detail how to conduct the town meeting including steps, participation guidelines, and key discussion questions. Students review evidence from the current core text and review the expectations of the collaborative discussion following a Socratic Seminar guideline. This lesson also offers an instance of student self-assessment. Students view the opinion writing checklist for their Sons of Liberty opinion letter. Students first self-assess their own writing concerning the connection between experience and perspective, as well as transitional words. Partners are then prompted to assess their peers and “give one WOW! and one Wonder statement” concerning the connection between experience and perspective, as well as transitional words and phrases after the town meeting. Using this feedback students revise their writing to then begin their conclusion.</p>
	<p><b>Required</b>  <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Each of the modules assess students’ knowledge built over the course of the unit utilizing the Focus Question tasks and End of Module writing. Each module implements a backwards design. End of Module Tasks are broken down into Focusing Questions. In every module, students complete Check for Understanding assignments daily. Teachers analyze the results of these assignments to identify any gaps or needs in their students' learning and</p>

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			<p>provide immediate support where necessary. Assessments are closely tied to the content taught in each lesson and module and serve to build towards the final End-of-Module Task. For example, in Module 2: Extreme Settings, the Essential Question that students work towards understanding is, “How does a challenging setting or physical environment change a person?” This question is then broken down into three Focusing Questions, “How does the setting affect the characters or speakers in the text?” “What makes a mountainous environment extreme?” and “How does setting influence character and plot development?” Each Focus Question is answered over the course of five to seven lessons, and each lesson has a Content Framing Question. Students gain substantial practice and knowledge during focus stages forming a firm foundation prior to answering the Essential Question. In Module 4, the Focusing Question for Lessons 1-7 is, “What are myths and why do people create them?” Students read the core texts <i>Understanding Greek Myths</i> by Natalie Hyde and <i>Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology</i> by Lise Lunge-Larsen. Within the Focusing Question Task, students must write a well-developed paragraph defining a myth and why Greek culture created them using evidence from the texts to support claims. Students build knowledge about myths, conduct research on Greek beliefs, organize</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			information using graphic organizers, and sort evidence. Each of these skills prepares students for the End of Module explanatory essay answering the Essential Question, “What can we learn from myths and stories?”
	<p><b>Required</b>  <b>7c) Aligned rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<b>Yes</b>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials issue answer keys, rubrics and exemplars within Appendix C of each module. Guidance for interpretation can be found within Lesson Context and Alignment. All modules include guidelines for assuring students are acquiring the knowledge and skills set forth in the Module Goals. For example, in Module 1, Appendix C includes two New-Read Assessment Answer Keys and Sample Responses for Lessons 14 and 30. Exemplars for short answer responses are included along with success criteria. For example within the Lesson 30 answer key, question 8, it states, “Students should include these elements within their responses: state that the poem describes a literal heart or both and include textual evidence that supports this idea.” It also provides an additional exemplar for an answer that may be created from a stronger reader. For example, it states, “Note: stronger readers may recognize that the poem ends with a twist...” In Module 3, Lessons 11 and 30, students utilize the Grade 4: Opinion Writing Rubric for the Focusing Question Tasks within those lessons. Students also use this same rubric</p>

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			<p>during the End of Module Task. Materials promote clear understanding of success criteria as these criteria are stated within the Teacher’s Edition under Context and Alignment at the end of Lessons 11 and 30. Success criteria is also provided within the Student Checklist for Success, as well as within the Opinion Writing Rubric. Exemplar writing samples for the Focusing Question Tasks are provided in Appendix C. Common language is used throughout writing documents, both teacher and student, to ensure understanding, mastery and success. Models are provided in teacher lesson materials to review with students along with the success criteria.</p>
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module, teachers gradually release responsibility for a specific writing mode through a series of lessons. While students build knowledge of module themes through complex texts, they also analyze the author's craft. Students move through four craft stages for each module writing they complete. These assessments serve as a way to monitor the students' growth, success, and challenges. It also allows teachers to support, differentiate, and extend instruction for individual students based on their performance. As the students learn and master new skills, teachers gradually lessen the supporting scaffold. Whether a Focusing</p>

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			<p>Question Task, or End of Module Task, students follow the same craft steps to ensure understanding and success. These stages include: Examine, Experiment, Execute and Excel. For example, in Module 1, Lessons 1-6, students move through a Craft Cycle with a focus on informative paragraph structure related to the biographies of Clara Barton, Helen Keller and Anne Frank. In Lessons 1 and 2, students begin to explore literal and figurative meanings of heart with small quotation excerpts. The use of an Evidence Collection Organizer is broken down in segments and modeled whole group by the teacher through two provided quotes. Students then work in pairs or small groups to complete the organizer as a formative assessment. Students are also introduced to the painted essay structure and are guided through an exemplar by coloring key pieces of information to match the structure. In Lessons 3 and 4, the teacher gradually gives responsibility over to the students. Students experiment with focus statements and evidence collection using the exemplar painted essay and biographies in small groups to prepare to answer the Focusing Question Task, “How does someone show a great heart, figuratively?” Students gather evidence in small groups while focus statements are modeled. In Lesson 5, students work in pairs to execute an informative paragraph using sentence frames for Focusing Question Task 1 after</p>

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			<p>reviewing with the teacher. Pairs collaborate to create a focus statement and gather evidence. Students individually formulate their paragraph once collaboration has concluded. As this is one of the first instances of writing for fourth grade students, structure is modeled heavily but a gradual release is still provided to ensure student abilities are assessed to remediate if needed. Students then excel by revising their paragraphs using feedback from peers. In Module 4, Lessons 2-7, students move through a Craft Cycle with a focus of evidence in explanatory writing related to the texts <i>Understanding Greek Myths</i> and <i>Gifts from the Gods</i>. Students have already practiced evidence collection and structure within informative writing. Now, students are focused heavily on the explanations of solid evidence when interpreting Greek myths. Students follow a similar sequence of gradual release as previously stated. In Lesson 2, the teacher presents two evidence paragraphs for students to examine to determine the strongest depiction of evidence. Moving through Lessons 3-5, students experiment with locating the strongest evidence in small groups using the core text. The teacher then models how to best explain the evidence with reasoning to support the Focusing Question Task, “What are Greek myths and why do people create them?” Next, students execute their own explanatory paragraph using their evidence collection from previous lessons</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			independently and excel by revising as necessary.
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Student writing assessments and rubrics are built into five craft features: structure, development, style, conventions and process. These stages are also aligned with speaking and listening rubrics. During lessons, this common language is used when exploring new writing skills amongst core texts; skills which are necessary for assessment tasks. In the beginning of modules, students focus on structure and development to then deepen their understanding through the purpose of style and craft. Rubrics and guidelines are clear for students and organized in student-friendly task checklists. Exemplars and task questions are reviewed thoroughly and peer feedback is provided in conjunction with checklists to revise writing. For example, in Module 2: Extreme Settings, Lesson 29, students have used narrative element observations from complex core texts to plan a first-person survival story. Success criteria for the assignment is listed in teacher manual materials, as well as, student assignment descriptions and student-friendly narrative writing checklists. The Teacher’s Edition states, “Once students finish their own revisions, they pair up to edit each other’s stories... making</p>

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			<p>suggestions based on how well they feel the story meets the criteria on the checklist.” Students share their writing with multiple partners to address the success criteria and then edit and revise their respective paragraphs. In Lesson 33, after the final draft is created, the student-friendly checklist is reviewed and is utilized in author’s chair celebrations. Students first assess themselves, and then fluently read their story to the whole group. Peers use the checklist to provide detailed, specific feedback. Sentence starters are also modeled by the teacher. In Module 3, Lesson 8, students follow the same protocols for planning and writing; however, students also complete a Socratic Seminar based on their evidence findings and essay writing thus far. Students review the Speaking and Listening Rubric to ensure quality participation. Criteria to be rated includes: “initiating insightful ideas,” “building upon previous speaker, facing the speaker,” “citing text,” and “having multiple interactions.” Students then reflect during the following quick write: “Write one reason or piece of evidence you heard a classmate share to explain one of the colonial or British perspectives. Did any of your thoughts change after the discussion? How well did you participate in the seminar? Give an example.” Students then debrief after reflecting based on the Speaking and Listening Rubric.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials implement a consistent learning cycle across the modules. When introduced to a core text, students enter five content stages: Wonder, Organize, Reveal, Distill, and Know. Each lesson provides suggested approaches to unit themes and texts that assist students in comprehension. For example, in Module 1, Lesson 1, students begin the unit by receiving an index card. Students define the word, heart, in their own words. During this Launch, students Think-Pair-Share about observations they notice demonstrating different connotations of the word, heart. Further in the lesson, students then explore the literal and figurative meanings of the word, heart, by analyzing two quotations using the word in various contexts. These observations lead to Lesson 3 in which students choose to read one of three biographies on Helen Keller, Clara Barton, and Anne Frank. This prompts the discussion on why an author would deem these individuals to have a “great heart,” figuratively. In Module 2, Lesson 17, students are introduced to the text <i>Hatchet</i> by Gary Paulsen. During the Welcome, students are introduced to the Canadian wilderness with supplementary texts before reading. Teachers gather books about the boreal forest and various animals (such as porcupines, moose, bears, and timber</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>wolves) that may be encountered in the Canadian forest to help build knowledge toward the understanding of survival in mountainous terrain. Students engage in a gallery walk to observe this material. In Module 3, Lesson 2, students begin by observing an image that can be seen as two visuals to demonstrate differences in perspective. Discussion ensues to determine how this can relate to the Essential and Focusing Questions. Teacher materials express the following statement, “Review the word perspective, meaning the way you look at something or think about something in their vocabulary journals. Remind them that they learned about this word in module 2 when reading ‘Dust of Snow’ by Robert Frost. Remind students that they studied the root <i>spect</i> when looking at the word <i>spectacular</i> in the Mountains text during module 2 and perspective shares the same root.” Students review knowledge and vocabulary journals to assist in building knowledge. Students place previous words in new contexts.</p>
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Students utilize recurring reading strategies and learning routines that are transferable to all core texts rather than isolated instances. These strategies include: questioning, note-taking, annotations,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>summarization and evidence collection. Consistent content stages (Wonder, Organize, Reveal, Distill, Know) throughout modules, along with framing questions, allow for students to build knowledge and insight utilizing the same sequence. For example, in Module 1, Lesson 23, students engage in the Reveal stage of analyzing the core text <i>Love That Dog</i> by Sharon Creech. This stage allows students to gain more independence in analyzing poetry. Students explore poetry elements observed in the free verse poem “dog” by Valerie Worth. Students summarize the events thus far in <i>Love that Dog</i> and proceed to annotate a new segment of text adding to events previously discussed. Students then dig deeper into the overall structure of the text. In a Think-Pair-Share discussion protocol, students Text Dependent Questions such as, “What elements of poetry does Jack use on these pages?” “What about the rest of the book up until page 30? Does he use any elements of poetry there?” and “What would you say about how <i>Love that Dog</i> is structured? Why do you think Sharon Creech tells Jack’s story this way.” Students are given a multitude of opportunities to build knowledge of text features using consistent strategies. In Module 2, Lesson 22, students read and summarize Chapters 8 through 10 of the text <i>Hatchet</i> by Gary Paulsen and place sticky notes to address thought provoking questions or good discussion points, as well as confusing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>anecdotes and vocabulary. Students answer Text Dependent Questions to guide summarization, such as the following: “How did the fire change things for Brian?” “On page 87, why does Paulsen remind us again that Brian is alone?” and “Why does Brian feel like he has to keep hoping?” Students then discuss amongst peers and define breakthroughs and setbacks. Students add events to their Hatchet Mountain Chart and proceed to place symbols next to each event to signify a breakthrough or a setback. Students then assess the sequential conflict/resolution pattern within the <i>Hatchet</i> chart to apply to their own survival story sequence.</p>
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide text-dependent questions and deep dives within each lesson that prompt a return to focused aspects, or parts of the text. For example, in Module 2, Lesson 13, students review finding main ideas and key details utilizing the Boxes and Bullets graphic organizer. Students work in pairs as they fluently read pages 9-16 of <i>Mountains</i> to record their findings on Handout 13A. Students discuss various Text Dependent Questions to revisit essential aspects of the text prior to writing a summary. Questions include the following: “What are the ways mountains can be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>formed?" "What does the picture on page 10 show?" and "How are dome mountains and volcanic mountains similar? How are they different?" Students work independently to write their main idea summary revisiting the text to support their thinking. Later, in the Deep Dive for etymology of the word, exposed, students reread an excerpt from page 11 of <i>Mountains</i>. Students excavate the word by looking at other words with the same root. After observing and analyzing these similar root words, students define the root and answer the following questions revisiting the excerpt, "How is this word [exposed] related to the text?" and "Now that the word exposed has been excavated, what clues can you find in the text that help the reader know what it means?" In Module 4, Lesson 17, the teacher guides students through Text Dependent Questions after reading Chapter 8 of <i>Walk Two Moons</i> to explore precise vocabulary, such as, "How do you think calling someone a lunatic is different from saying someone is peculiar?" and "If Phoebe described the boy on the porch as 'a bit strange' or 'odd', do you think that would have the same effect as calling him a lunatic?" Students work in small groups to identify the best sentence to describe the scene at the Finney's house. Students refer back to the passage for context and key details. Later in the Deep Dive, students view excerpts from pages 38 and 40 to examine the author's choice further in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			having two different characters utilize the word, lunatic. Students examine the morphology of the word to better understand the Greek history behind the root.
	<p><b>Required</b>  <b>8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<b>Yes</b>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each of the modules offers formal discussion in the form of Socratic Seminar and writing supports. Socratic Seminars are consistent through modules as a form of assessment. For example, in Module 1, students participate in formal Socratic Seminars to demonstrate knowledge of core texts. Students have both content and speaking criteria to be successful. Examples of students' Socratic Seminar discussion goals include: "Engage effectively in a collaborative discussion about Mrs. Stretchberry's actions building on others' ideas and expressing your own clearly" and "Engage effectively in a collaborative discussion, synthesizing evidence from literary and informational text to explain what it means to have literal and figurative great heart." In Lesson 26, students participate in a Socratic Seminar surrounding the Content Framing Question, "What does a deeper exploration of Miss Stretchberry reveal in <i>Love That Dog</i>?" Students express their understanding through discussion and pose follow-up questions to their peers such as, "What is Miss Stretchberry doing as a teacher? What</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in the text makes you think she does that?” and “How do her actions help Jack grow as a poet?” In Module 4, Lesson 11, students are provided modeled writing to assist with Focusing Question Task 2. The Teacher’s Edition states, “To show students how to write an essay using the evidence they gathered in Handout 10A, have students take out the painted essay template. Review the parts of an essay with the class by asking students to explain the purpose of each colored section.” Students use the teacher-modeled example, the exemplar essay, and the essay template to write their own introductions for an essay.</p>
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers. Each module follows a predictable structure by combining content and craft for students to build understanding. Teacher and student materials have digital access. This also includes assessment-based materials. The teacher manual begins with the end goal in mind, offering a look at the module summary, Essential Question, Focus Questions, and major assessments first. Teachers can see the scope and sequence of the module using the module map. Lessons are laid out in a straightforward manner thereafter. Each lesson provides an overview of standards, Focusing Questions, Content Framing Questions, Craft Questions, and texts needed prior to starting. Lessons also give clear guidance to teachers for pace, scaffolding suggestions, and assessment</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>review throughout. Student materials are organized according to lessons in the order in which they are needed. Teachers can easily direct students to the appropriate activity by a number and letter. For example in Module 2, Lesson 9, teachers instruct students to work with a partner to complete the first part of Handout 9A: Words to Describe Settings. Students find the page in their student workbooks and work with a partner to complete the first part of the page, writing down words in each column that describe the settings of the three texts. Students then complete the second part of the handout, comparing and contrasting the three settings on a triple diagram. This is also evident in Module 3, Lesson 20, as teachers distribute the completed copies of Handout 19A from the previous lesson and “remind students to use Handout 19A, as well as their response journal to help them in their writing.” Students use Handout 19A: Essay Organizer to draft Focusing Question Task 3. This is helpful when returning to previous knowledge from various lessons and where to locate them within student workbooks, or online, materials.</p>
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. All students are given the opportunity to learn from grade-level advanced texts. Teacher manuals provide supports for diverse learners throughout. Analysis sections follow each lesson to offer guidance on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance</b> to help <b>support special populations</b> and provide opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.</p>		<p>diagnosing student needs based on assessment data, additional supports, and next steps in relation to the following lesson. For example, in Module 3, Lesson 14, when students begin to revise their opinion introduction and supporting paragraph, the Teacher’s Edition provides teachers with the following scaffold, “If more support is needed, require students to orally rehearse sentences to create the paragraph before they write. It is also helpful to work with a small group of students who need more explicit instruction to generate sentences from the information on the evidence guide.” After the lesson within the Analyze section, teacher guidance is provided for a debrief and next steps for student writing. Guidance states, “the first two groups of students (identified from your paragraph sort) will need the concept of transitions to be explicitly modeled with think-alouds, followed by guided practice which includes specific feedback that addresses when and how to use transitional words and phrases.” Extensions for students with accelerated needs are also provided. For example, in Module 2, Lesson 15, students revise their mountain terrain project visuals. For an extension, students can add information and illustrations to their display about different</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>survival techniques for their particular information about mountains, or, they can pretend they were trying to persuade family members to vacation in one of the highlighted mountain ranges. Students can prepare for an informal oral presentation where others role-play as different family members. Each module also offers English Learners bilingual glossaries, family welcome letters, and family tip sheets in thirteen languages to support the school-to-home connection. The materials also include specified scaffolding suggestions for English Learners.</p>
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Modules include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. Materials provide time between modules for short studies of favorite texts related to module topics or other important topics, research projects to apply skills and build knowledge, and possible field trips that connect to module topics. The guidance provided for the time between modules is four instructional days. In addition, the materials accommodate extra time within modules for teachers to respond to specific student needs. Pause points can be utilized for re-teaching, scaffolding, or extending lessons based on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students' strengths, needs, and interests. Teacher guidance is provided within the Analyze section at the end of each core lesson for ideas for additional support during pause points. Lesson structure and pace averages to 85-90 minutes per lesson, 75 minutes for the core lesson, and 15 minutes for a Deep Dive.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
<b>I. K-12 Non-negotiable Criteria of Superior Quality<sup>15</sup></b>	1. Quality of Texts	<b>Yes</b>	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	<b>Yes</b>	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	<b>Yes</b>	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills	<b>N/A</b>	
<b>III. Additional Criteria of Superior Quality<sup>17</sup></b>	5. Range and Volume of Texts	<b>Yes</b>	Materials seek a balance in instructional time between literature and informational texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on

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

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.
	8. Scaffolding and Support	<b>Yes</b>	Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion



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

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

\*As applicable



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.<sup>1</sup> In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts<sup>2</sup> independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom (without Foundational Skills)**

Grade: **5**

Publisher: **Great Minds PBC**

Copyright: **2023**

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

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

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

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

<sup>2</sup> A range of texts are texts written at different reading levels.



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p><b>Non-negotiable</b></p> <p><b>1. QUALITY OF TEXTS:</b></p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> Materials provide texts that are <b>appropriately complex</b> for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> <li>• <b>A text analysis that includes complexity information is provided.</b> Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</li> <li>• In grades <b>K-2</b>, <b>extensive read-aloud</b> texts allow sufficient opportunity for engagement with texts more complex than students could read themselves.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Core texts placed within the four modules include three literary novels, two informational, and one historical speech. These lengthy, age-appropriate texts promote a singular theme per module. As these novels are extensive in the need for historical background knowledge, supplementary materials are utilized throughout to assist in deeper and more meaningful understanding. The majority of texts fall between 680-1060L, as identified by quantitative measures. One of the core texts extends past the Grade 5 740-1010 Lexile band and one of the six falls below. The text that exceeds the threshold slightly is introduced in a later module and is also guided in a repeated reading setting. Analysis of the text is not conducted until thorough modeling has occurred. Texts that students are responsible for independently reading are complex in meaning, language and ideas, yet age-appropriate. In Module 1, students read the historical fiction text, <i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall. Qualitative analysis deems this to be slightly to moderately complex. This rating is due to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the chronological structure of the text, as well as the knowledge demands of westward expansion and authentic native expressions which are used figuratively. Students may find this text challenging in a historical sense; however, through supplemental materials such as historic documents, paintings, and photographs, students build extensive knowledge prior to a full analysis of the text. This text has a Lexile level of 680 which falls below the Grade 4-5 Lexile band. This text is utilized as a guided, as well as independent, repeated reading. As this text is reviewed within the first module, it offers a moderately complex starting point for students to gain key knowledge and literary skills without significant struggle. In Module 3, students read the informational text <i>The Boy's War: Confederate and Union Soldiers Talk about the Civil War</i> (1060L) by Jim Murphy. This text slightly exceeds the Grade 5 quantitative range. Qualitative analysis deems this text as very complex. The sequenced topical structure of the text is clear and straightforward. Narrative, firsthand account writing styles from the author and primary sources assist in adding interest and perspective to historical events of the Civil War; however, complex language, and general academic vocabulary can pose challenges as students determine ideas that are inferential rather than literal. Teacher support is provided throughout with repeated, focused readings to promote</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>success. In Module 4, students read the literary non-fiction text, <i>We are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson. This core text is listed as a 900 Lexile which is considered well within the appropriate Grade 5 range for quantitative measurements. Qualitative analysis deems this to be moderately complex. The conversational, yet informational narrative writing style draws student interest and attention. It also provides a series of oil paintings which support and enhance meaning. While students may not need extensive background in baseball and racial discrimination, World War II topics may prove challenging without context. This text is analyzed through repeated guided instruction to create thorough understanding for end of module tasks. Overall, core and supporting texts are appropriately complex. Modules provide consistent practice with lengthy on-level and above-level texts. Students are challenged in language skills while also being guided through our nation's history. Students participate in a variety of activities to acquire key literary and informational experiences to analyze texts and gain full comprehension of their purpose to demonstrate mastery in the end of module tasks.</p>
	<p><b>Required</b>  <b>1b)</b> At least 90% of provided texts, <b>including read-alouds in K-2</b>, are of <b>publishable quality</b> and offer rich opportunities for students to meet the grade-level ELA standards; the texts</p>	<p><b>Yes</b></p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.		<p>representing the quality of content, language, and writing that is produced by experts in various disciplines. Literary and informational texts following module themes are presented throughout the year. Five of the six core texts offered are critically acclaimed pieces of writing, or have been written by award-winning authors. In Module 1, Lessons 13-29, students explore how cultural beliefs and values guide people in <i>Thunder Rolling in the Mountains</i> by Newberry award winning author, Scott O'dell. During this reading, students gather, from the poignant perspective of a chief's daughter, how culture and tradition can be conveyed with great significance and emotion to the reader. Module 2 centers around the modern fantasy novel, <i>The Phantom Tollbooth</i> by Norton Juster, the recipient of the ALA Notable Book. Over the course of thirty lessons, students build knowledge on how authors use wordplay to engage audiences, create humor and meaning, as well as express themes. Students study the complexity of the English language through a humorous lens in preparation for narrative module writing tasks. In Module 3, A War Between Us, Lessons 6-15, students read <i>The Boy's War</i> by Newbery Honoree, Jim Murphy, to investigate a transformative period in American history through the firsthand accounts of boy soldiers within the Civil War. During Lessons 16-37, students explore the novel <i>The River Between Us</i> by Richard</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Peck, the recipient of the Scott O’dell Award for Historical Fiction. Students uncover, through the eyes of the Pruitt family, how lives could be irrevocably changed by the Civil War. In Module 4, students focus on a literary nonfiction text to build understanding of the sheer power of sports to bring people together, challenge injustice, and provide hope. This text titled, <i>We are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson, is the winner of seven awards including the Odyssey award and Coretta Scott King award. Rich oil paintings and narration engage students and assist in learning the perspectives of these sports heroes.</p>
	<p><b>Required</b>  <b>1c) Materials provide a coherent sequence or collection of connected texts</b> that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</p> <ul style="list-style-type: none"> <li>In grades <b>K-2</b>, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. Texts must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language across a unit of study.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Each of the four modules includes an Essential Question that students answer by the end of the module. In order to answer the Essential Questions, students progress through the lessons within the Focusing Question Arcs. Texts within each module are selected to build knowledge and understanding of the theme and vary in complexity. For example, in Module 2: Word Play, students venture through four lesson Arcs centered around Focusing Questions. Each Focusing Question building and preparing students for the End of Module Task centered around the</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Essential Question, “How and why do writers play with words?” In Arc 1, Focusing Question 1, Lessons 1-4, the Focusing Question, “How can wordplay create confusion and humor?” prompts investigation of images and vocabulary to start the unit. Students view the painting <i>The Persistence of Memory</i> by Salvador Dali, watch the video performance “Who’s on First” and read various riddles to notice and wonder how artists and writers both play with “reader” understanding. Students define word play and understand the creation of confusion to promote humor. Students then rewatch the performance to summarize and add to their understanding of confusion from the perspective of the characters. Students write summaries and discuss findings with one another through accountable partner talk. Students finish their investigation at the end of this Arc by applying what they have learned about word play through an open, speaking and listening driven Socratic Seminar. Students use their evidence collection from various media to write an explanatory paragraph on how words create both humor and confusion citing evidence from the performance “Who’s on First?” In Arc 2, Focusing Question 2, Lessons 5-15, students are guided by the Focusing Question, “How can writers use wordplay to develop a story’s setting and characters?” Students observe cover art and maps provided in the module anchor text, <i>The Phantom Tollbooth</i> by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Norton Juster. Students listen aloud to the beginning chapters to make inferences on character traits of the protagonist, as well as to unpack the wordplay within the author’s imaginary land when naming and describing. Students engage in visualization when reading aloud with peers and verbally answer text-dependent questions about setting and character development. Students reread portions of the text, independently and with partners, to gather essential information toward character analysis focusing on the impact of word play when introducing new places and individuals. Finally, students then utilize their word play evidence findings from the text to write a narrative snapshot creating their own character which the protagonist may meet at a predetermined setting from the novel. Students introduce this character within the setting using concrete sensory details. In Arc 3, Focusing Question 3, Lessons 16-26, students build upon the previous Focus Question by layering introductory narrative features with problem and solution. Students focus on the question, “How can writers use wordplay to develop a story’s plot?” Within this Arc, students follow a similar pattern of observation and organizational analysis. Students sequence events, understand how character actions can propel a plot and determine structural importance within a narrative “hero’s quest” framework. Students steadily practice fluent, expression</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			filled reading with partners and gather evidence of word play within a plot structure. Toward the end of this Arc, students utilize their setting, character and plot word play findings to craft an exploded narrative moment from the text, focusing on how word play within dialogue can prompt humor, conflict, confusion, and description to move the story forward.
	<p><b>Required</b>  <b>1d)</b> Within a sequence or collection, quality texts of grade-level complexity are selected for <b>multiple, careful readings</b> throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	Yes	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful reading throughout the unit of study. These texts are revisited as needed to support knowledge and build vocabulary. Students practice and explore vocabulary from all theme-related text. Throughout the materials, students revisit texts during lesson Arcs, as well as during the End of Module Task. Students utilize texts for basic comprehension, necessary content knowledge accumulation, purposeful evidence gathering and expressing understanding through verbal or written expression. Each module has a clear complex text progression using a gradual release model. Students have the opportunity to listen to a fluent reader, practice fluent reading with small groups, and reread for evidence collection. In Module 1, students read the core text <i>Thunder Rolling in the Mountains</i> by Scott O'dell. Students are prompted to reread the text to acquire a deeper understanding of main characters. For example, in Lesson 18, students close-read for a deeper</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding of the character, Chief Joseph. Students turn to page 6-7 of the novel and independently reread the passage and then use their findings to verbally answer the text-dependent questions such as, “What does Sound of Running Feet mean on page 7 when she says that Chief Joseph is a ‘chieftain’ but ‘not a warrior’?” Later in Lesson 22, students reread segments of <i>Thunder Rolling in the Mountains</i> in groups with the primary focus of identifying mood, or tone within a scene. Students summarize these chapters using descriptive language and words and use a gallery walk model to observe and discuss. In Module 3, students read <i>The Boy’s War</i> by Jim Murphy. In each sequential lesson, students reread the text in a close-read. In Lesson 6, students gather inferences by noticing and wondering trends within the book’s written introduction and photographs. In Lesson 7, students reread Chapter 1 to gather evidence in preparation for an opinion writing. In Lesson 8, students reread Chapter 2 to compare and contrast the firsthand accounts of characters in the text. In Lesson 9, students read Chapter 3 to explain how the author uses evidence to explain the realities of war. Finally, in Lesson 10, students use Chapter 8 to find out how evidence from a primary source supports the point of view of a character.</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b>  <b>2. TEXT-DEPENDENT QUESTIONS:</b></p>	<p><b>Required</b>  <b>2a) A large majority of questions in the materials are text dependent and text specific</b> supporting students in building</p>	<p><b>Yes</b></p>	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. In each</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>knowledge; student ideas are expressed through both written and spoken responses.</p>		<p>module, students answer a variety of Text Dependent Questions (TDQs) in groups, pairs and whole group discussions and students support their answers with evidence from texts. Students are prompted to answer TDQs after the focused whole group read aloud and/or small group rereading verbally. Students are also tasked with answering written responses during Land segments to express lesson understanding. The majority of the tasks within the modules require students to use text based evidence as well. Throughout the materials, text-dependent questions are prescribed daily whether verbally, or within written responses. Students have a variety of verbal response opportunities such as whole group, small group, partner discussion, or Socratic Seminar settings. Students are consistently building knowledge within their response journals by expressing their understanding. These response journals are reviewed by the educator and can be utilized by the student for evidence collection during the end of module task and to demonstrate progression of thinking. Text dependent questions are aligned with module focus throughout. In Module 1, Lesson 23, students read <i>Thunder Rolling in the Mountains</i> to analyze interactions between characters. In small groups, students explore the scenes in Chapters 13 and 14 of the text. Students discuss and record their answers and various answers to TDQs in their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Response Journals, such as, “Reread the passage on pages 71-72, beginning ‘We had stopped for food...’ and ending... ‘stared straight ahead and said nothing.’ In what ways do the women seem strange to Sound of Running Feet? In what ways do you imagine she seems strange to them?” and “Why do you think the women’s behavior puzzles Sound of Running Feet so much?” Students use their discussions to answer the Content Framing Question, “What does a deeper exploration of characters’ interactions reveal in the novel?” during the Land of the lesson. In Module 3, Lesson 25, prior to completing the New Read Assessment, students read the text, <i>The River Between Us</i> by Richard Peck, to analyze how different points of view influence how events are perceived, understood, or described. Students do this by verbally responding to the following TDQs: “Describe the sights and smells that Tilly and Delphine encounter in Cairo and at Camp Defiance.” and “How do these sights and smells influence Tilly’s point of view of Cairo and Camp Defiance? Support your ideas with text evidence.”</p>
	<p><b>Required</b>  <b>2b)</b> Questions and tasks include the <b>language of the standards and require students to engage in thinking at the depth and complexity</b> required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p><b>Yes</b></p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. The materials provide support to help students succeed in tackling complex topics and texts through reading,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>writing, and discussions. The language used in the questions and tasks is in accordance with the standards of the grade level. The Louisiana Student Standards for English Language Arts is referenced for each grade level. For example, in Module 2, Lesson 13, students use the text, <i>The Phantom Tollbooth</i>, to infer the significance of Rhyme and Reason’s banishment in the story, supporting their ideas with evidence from the text (RL.5.1, RL.5.2). Students begin the lesson by listening to a read aloud of Chapter 6 from the text, and orally summarize the story of Rhyme and Reason using Handout 13A. Students then independently answer the question, “Given what you know about the phrase ‘rhyme or reason,’ what is the larger significance of Rhyme and Reason’s banishment in the story? Consider how their banishment impacts the kingdom literally and figuratively. Support your ideas with evidence from the story.” (RL5.4). In Module 4, Lesson 6, students answer questions based on the text <i>We are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson. After reading and summarizing “2nd Inning,” students use Handout 6A: Text Structures to answer text structure questions such as: “Why does Nelson use this text structure to organize the information in this chapter?” (RL 5.5) and “How does Nelson’s use of text structure help you better understand the style of play in the Negro League?” (RL 5.5). In Lesson 14, during the Vocabulary Deep</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Dive, students create synonyms and antonyms for the vocabulary words, fortitude, resilience, and antagonism. Students begin by independently paraphrasing a quote from page 81 of the text in their Response Journals, replacing the vocabulary words with more familiar synonyms, and then Think-Pair-Share what words they used to replace, fortitude, antagonism, and resilience (L 5.5.c). Students then independently complete their Exit Ticket with various questions such as, “Which of the following words has an opposite meaning to the word antagonism as used in the following sentence?” (L 5.5.c).</p>
<p><b>Non-negotiable (only reviewed if Criterion 1 is met)</b></p> <p><b>3. COHERENCE OF TASKS:</b> Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>3a) Coherent sequences of questions and tasks</b> focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p><b>Yes</b></p>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Students consistently engage in content stages that are coherently sequenced to promote understanding and build the skills necessary to express thoughtful text analysis through spoken and written responses. Module lessons follow five content stages, building knowledge to answer the overall module Focus Question. Students participate in the following stages when engaging with module texts: Wonder, Organize, Reveal, and Distill. These five stages offer a coherent sequence of tasks geared toward the module central topic. For example, in Module 1, Lesson 25, students</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>continue to read the core text <i>Thunder Rolling in the Mountains</i>. Using skills in evidence collection and elaboration, students analyze the significance of character actions within Chapter 23. Students listen to a read aloud of Chapter 23 of the text, listening for words in the chapter to help them identify when Sound of Running Feet realizes something important. From there, students complete Handout 25A: Sound of Running Feet’s “Aha Moment,” answering questions such as, “Briefly describe what is happening in this moment of the story, as Sound of Running Feet begins to pull the trigger. What realization does Sound of Running Feet have in this moment?” and “How is this moment important to the story overall? How do you think it relates to the story’s essential meaning?” Students then use this reflection to begin planning for Focusing Question Task 5 and answer the Content Framing Question, “What is the essential meaning of <i>Thunder Rolling in the Mountains</i>?” In Module 3, Lessons 6-15, students begin working towards the Focusing Question, “How did the Civil War impact boy soldiers?” In Lesson 6, students read <i>The Boy’s War: Confederate and Union Soldiers Talk about the Civil War</i> by Jim Murphy. Using skills in observation and inferencing, students view photographs depicting life experiences of boys within the Civil War era. Students begin to determine the impacts of photography during this time period, as well as complete</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a quick write based on the most influential image, or section within the introduction. In Lesson 7, students continue reading <i>A Boy's War</i> with a specific emphasis on Chapter 1, to explore the author's use of primary sources and how they emphasize the main ideas and overall text structure. Students focus on how the author uses reasons and evidence to support details and main ideas. In Lessons 8-13, students enter into the Reveal stage. Students use skills in comparative analysis when understanding northern and southern perspectives, doctor perspectives and medical knowledge, as well as stances made by the author and evidentiary support. Students practice extensively with author stance and evidence. Students analyze large portions, or chapters, of the text at this time. In Lesson 15, students use the main idea evidence gathered during previous lessons to complete the Focusing Question Task, "Write an opinion essay in which you explain whether being a soldier in the Civil War affected boys for the better or worse. Use evidence from <i>The Boy's War</i> to develop two reasons. Elaborate on the evidence to support."</p>
	<p><b>Required</b>  <b>3b)</b> Questions and tasks are designed so that students <b>build, apply, and integrate knowledge and skills</b> in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p><b>Yes</b></p>	<p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. The module lesson progression allows for students to build, apply and eventually integrate knowledge to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>demonstrate reading, writing, speaking, listening and language skills. Gradual release of skills are offered during individual lessons, as well as across lesson Arcs to ensure success when interacting with complex texts. For example, in Module 2, Lesson 6, students engage with the text, <i>The Phantom Tollbooth</i> by Norton Juster. Students are guided by the overarching Essential Question, “Why do writer’s play with words?” Within this lesson, students visualize by listening as the teacher reads aloud Chapter 2 and begin to unpack Norton Juster’s word play for naming places and characters by participating in a whole group discussion to answer various TDQs. For example, students answer TDQs such as, “What do you and Milo notice about the surroundings as Milo approaches Expectations? What do you notice about the language the author uses to describe this place?” “What do you notice about the illustrations of Expectations on page 17?” and “Why is Expectations an appropriate name for this place, based on the author’s description?” In Lesson 8, students continue to analyze word play in Chapter 3 by looking at dialogue and descriptions to collect evidence. Students answer questions such as, “How is the Word Market yet another example of word play with setting in this book? How does the description on page 45-46 reveal this wordplay?” The Essential Question for Module 3 is “How did the Civil War impact people?” In Lesson 24, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>read Chapter 9 of <i>A River Between Us</i> and participate in a reader's theater simulation using an emotional scene between Tilly and her mother. Discussion is stimulated amongst student pairs concerning the impact of the war on female members of a family. Students answer two text-dependent questions both verbally with their partner and in their Response Journals. The questions include, "How has Noah's leaving impacted mama? What details in the scene show Tilly - and readers - a change in mama? Write down one or two details that show this change." and "How does mama's behavior in this scene impact Tilly? How do you know?" Students then learn to add evidence of character impact to a practice perspective writing applying what they have learned. In Lesson 27, students use acquired evidence from Handout 26A: Character Change Chart and skills from various lessons to complete Focusing Question Task 3, "Write a journal entry from Tilly's first person point of view that states this opinion: the war and the experiences in Cairo and Camp Defiance have changed both her and Delphine by making them both grow up and become young women."</p>
	<p><b>Required</b>  <b>3c)</b> Questions and tasks support students in <b>examining the language</b> (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> <li>• Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and</li> </ul>	<p><b>Yes</b></p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>		<p>relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Throughout each module, students are offered vocabulary and language use Deep Dives. These craft lessons cycle through stages that mirror a gradual release. Stages include: Examine, Experiment, and Execute. These opportunities conclude each lesson within the module and meet a range of language standards. For example, in Module 1, Lesson 3, students begin to identify, categorize and describe the function of prepositional phrases. Students receive a short, stand-alone guided lesson on identifying prepositions and prepositional phrases. Once completed with the review, students work with the lesson supporting text “Lewis and Clark and the Indian Country: A New Nation Comes to the Indian Country” to practice identifying prepositional phrases within excerpts, as well as categorizing these phrases to determine what information the detail provides. In Lesson 6, students begin to experiment with prepositional phrases. The teacher models how to insert phrases to incorporate detail using example sentences from the text. To practice, students then revise their topic statement from the lesson by determining what details they wish to add to ultimately enhance the sentence. Finally, in Lesson 7, students execute their understanding of prepositional phrases by expanding and combining sentences both</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with text materials and student created writing. In Module 4, Lesson 18, students are introduced to correlative conjunctions. Students examine an excerpt from the supporting text “Afghan Sprinter Tahmina Kohistani Shows What’s Possible for Muslim Women” to identify common conjunctions. Students are introduced to identifying different correlative conjunctions and work in pairs to practice utilizing these conjunctions within sentence frames pertaining to the reading. For example, students use the following sentence frame: “ ____ criticism ____ fear could stop Tahmina from training as a sprinter.” After practicing verbally with pairs, students answer the following prompt using correlative conjunctions: “How are Tahmina’s experiences and the experiences of the Negro League baseball players similar and different?” In Lesson 19, students begin to experiment with the structure of sentences utilizing correlative conjunctions, observing that the example sentences combine two independent clauses of similar length. Students work together in pairs to write a sentence incorporating key information gathered during the lesson from the supporting text. Finally, in Lesson 21, students use the supporting text, “Helping Refugee Kids Find Their Footing in the U.S” and execute correlative conjunctions within their own writing. Students reread and revise their reflections about the Fugees that they wrote in the core lesson. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			verbally share their revisions and are provided feedback from peers and the teacher.
<b>Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)</b>			
<p><b>Non-negotiable*</b></p> <p><b>4. FOUNDATIONAL SKILLS:</b> Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4a)</b> Materials provide and follow a logical <b>sequence</b> of appropriate foundational skills instruction indicated by the standards (based on the <a href="#">Vertical Progression of Foundational Skills</a>) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	N/A	
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4b)</b> Materials provide explicit grade-appropriate instruction and practice for the <b>concepts of print</b> (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	N/A	
	<p><b>Required *Indicator for grades K-1 only</b></p> <p><b>4c)</b> Materials provide systematic and explicit <b>phonological awareness</b> instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	N/A	
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4d)</b> Materials provide systematic and explicit <b>phonics</b> instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text). Materials do not require or encourage three-cueing<sup>5</sup>, MSV<sup>6</sup> cues, or visual memory for word recognition.</p>	N/A	

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

<sup>6</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<p><b>Required *Indicator for grades K-5 only</b>  <b>4e)</b> Resources and/or texts provide ample <b>practice</b> of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials do not require or encourage three-cueing<sup>7</sup>, MSV<sup>8</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning. Opportunities for self-monitoring and self-correction are not based on three-cueing, MSV cues, or visual memory.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	<p>N/A</p>	
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4f)</b> Opportunities are frequently built into the materials that allow for students to achieve reading <b>fluency</b> in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials do not require or encourage three-cueing<sup>9</sup>, MSV<sup>10</sup> cues, or visual memory for word recognition.</p> <p>Materials provide opportunities for students to <b>self-monitor</b> to confirm or <b>self-correct</b> word errors directing students to reread purposefully to acquire accurate meaning.</p>	<p>N/A</p>	

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

<sup>8</sup> **MSV:** Meaning, Structure, and Visual cues

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

<sup>10</sup> **MSV:** Meaning, Structure, and Visual cues



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate <b>rate, expressiveness, and accuracy.</b></p>		
	<p><b>Required *Indicator for grades K-5 only</b>  <b>4g) Materials provide instruction and practice in word study.</b></p> <ul style="list-style-type: none"> <li>In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes, and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>)</li> <li>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</li> </ul>	N/A	
	<p><b>Required *Indicator for grades K-2 only</b>  <b>4h) Materials provide opportunities for teachers to assess students’ mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Assessment opportunities within materials do not require or encourage three-cueing<sup>11</sup>, MSV<sup>12</sup> cues, or visual memory for word recognition.</b></p>	N/A	

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

<sup>12</sup> **MSV:** Meaning, Structure, and Visual cues

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required *Indicator for grades K-5 only</b></p> <p><b>4i) Foundational Skills materials are varied, abundant, and easily implemented</b> so that teachers can spend time, attention, and practice with students who need foundational skills supports.</p>	N/A	
<b>Section III. Additional Criteria of Superior Quality</b>			
<p><b>5. RANGE AND VOLUME OF TEXTS:</b></p> <p>Materials reflect the distribution of text types and genres suggested by the <a href="#">standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</a></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a) Materials seek a balance in instructional time between literature and informational texts.</b> (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> <li>The majority of informational texts have an informational text structure.</li> <li>In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included.</li> </ul>	Yes	<p>Materials seek a balance in instructional time between literature and informational texts. Core texts placed within the four, fifth-grade modules include three literary novels, two informational, and one historical speech. Students receive lengthy interactions with text to ensure gradual release and understanding of key skills occur when engaging with the specific genre. As the core texts used in these modules are novels, student text interaction can range from ten to twenty lessons depending upon the standards covered to support mastery in the End of Module Task. This average is based solely on instructional time in which students are working within the text selection. For example, in Module 1, students build historical westward expansion knowledge and various foundational reading skills through interacting with a wide range of texts, including informational articles, traditional Nez Perce stories, a historical novel, and a primary source speech. Each lesson Arc provides a Focusing Question to ensure alignment to the Module Unit Goals. In Lessons 1-8, students develop an understanding of the lives of Native</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>American cultures by reading informational articles. While reading, students learn strategies for determining main ideas and key details within segments of text and the text overall. In Lessons 9-12, students engage in activities with the text “Coyote and the Monster Story” to promote understanding of Nez Perce culture and to identify key story elements in fiction which prove beneficial when demonstrating comprehension through summarization. During Lessons 13-28, students interpret character words and actions when reading <i>Thunder Rolling in the Mountains</i> offering a thorough analysis of how each impacts cultural beliefs. Finally, in Lesson 29-35, students focus their attention on tone and meaning within Chief Joseph’s “Lincoln Hall Speech.” Students synthesize evidence about Nez Perce beliefs and values from the speech, while also using a culmination of their historical knowledge gathered from previous texts to complete the End of Module Task, an informative essay. In Module 3, students engage with two complex texts, one informational and one literary, as well as a variety of supplementary maps, videos, slideshows, and photography to build knowledge of war perspectives. In Lessons 1-5, students begin forming a foundation of the factors which led to the Civil War. Students reinstitute summarization skills previously used in past modules to verbally engage with peers while also completing their first writing task. In</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lessons 6-15, students are exposed to a variety of perspectives when reading the informational text, <i>The Boy's War</i>. Students learn various point of view elements, as well as the impact of firsthand versus secondhand accounts on event descriptions. Finally, in Lessons 16-37, students delve into the substantial literary novel, <i>A River Between Us</i>. Students build on their ability to use context clues to define unknown words, as well as analyze the author's use of points and reasons. At the end of the module, students write an opinion piece on the war's impact. Students use gathered evidence from the entirety of the module to support their thinking.</p>
	<p><b>Required</b>  <b>5b)</b> Materials include print and/or non-print texts in a <b>variety</b> of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p><b>Yes</b></p>	<p>Materials include print and non-print texts of different formats and lengths. Each of the modules provide a wide range of core and supplemental material through varied platforms. For example, in Module 2, students explore a novel, a comedy routine, a video and three paintings. These core and supplemental materials are interwoven throughout the module. For example, in Lesson 33, students view three supplementary paintings to uncover essential meanings, or themes. These paintings include: <i>Time Transfixed</i> by Rene Magritte, <i>Reading at a Table</i> by Pablo Picasso and <i>The Persistence of Memory</i> by Salvador Dali. Students discuss creative choice with peers and reflect on how artists can play with images, or words, to communicate a message. Students then</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>construct a written response to answer the Content Framing Question, “How do the paintings and <i>The Phantom Tollbooth</i> build knowledge of how artists and writers convey themes?” In Module 3, students engage with two articles, a film clip, two maps, a slideshow, six photographs, one poem, and three videos which are inserted and coordinated with specified lessons in the module to build the most understanding toward the module focus. For example, in Lesson 2, students view the supplementary interactive map entitled, “Compare Two Worlds: North vs. South 1861,” to collect evidence on the differences between northern and southern perspectives when it comes to slavery, manufacturing, and agriculture. Students then answer verbal Text Dependent Questions using supplemental knowledge they have gathered thus far such as, “How did a difference in the Northern and Southern populations - slave, free and combined - create a conflict for the United States?” and “How did a difference in Northern and Southern economies create a conflict for the United States?”</p>
	<p><b>5c)</b> Additional materials provide direction and practice for regular, <b>accountable independent reading</b> of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p><b>Yes</b></p>	<p>Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics. After each lesson, teachers are prompted to Wrap the lesson by assigning</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>homework. Students are tasked with fluency practice each night using excerpts from core texts and can also choose to select a book from the Volume of Reading List provided to add to their understanding. As an example for fluency, in the teacher materials for Module 2, Lesson 8 it states, "Distribute Handout 8B: Fluency Homework. Students carefully read the featured fluency passage from Chapter 2 of <i>The Phantom Tollbooth</i>. Students read the passage aloud three to five times and then evaluate their own progress in the unshaded box for Day 1." Over the next three lessons students continue to utilize core text reading material evaluating their progress on appropriate phrasing and pausing, appropriate expression and reflection. On the fourth day, students ask an adult to listen and evaluate them as well. Students complete the reflection questions on the back of the handout. For independent reading, in Module 2, Appendix D: Volume of Reading it states, "Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of independent reading and/or choice reading programs..." While reading, students follow a similar sequence of Wonder, Organize, Reveal, Distill, Know and Vocabulary with reflection tasks to complete for both an informational and literary selection. Within Module 2, students are given a selection of three historical/scientific</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			accounts, two novels, one poem and one picture book ranging from a 590 Lexile level to a 1000 Lexile level. Again, fluency practice is assigned each night, however this can be done in tandem if the teacher or student so chooses. Within student materials, parents are provided a Tip Sheet which provides parents and families the module overview, questions to ask at home, ideas for speaking about the module content, as well as the Volume of Reading list.
<p><b>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</b> The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>6a)</b> Materials include a <b>variety of opportunities</b> for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.<sup>13</sup></p>	<p><b>Yes</b></p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. Within each module, students are provided opportunities such as informal peer conversations, genre writing, Socratic Seminars, and module focus writing to demonstrate understanding. For example, in Module 1, Lesson 26, students participate in a small group discussion to compare and contrast how Chief Joseph and Sound of Running Feet reflect different cultural beliefs and values. Students use gathered evidence and their collaborative speaking skills checklist to verbally answer prompts to guide thinking such as, “What important beliefs and values do Chief Joseph and his daughter Sound of Running Feet share?” and “How do their beliefs differ?” Peers then respond with additions, agreements, and disagreements. In Module 2: Word Play,</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Lesson 4, students complete a Socratic Seminar to answer the question, “Think about the jokes and riddles you’ve analyzed, and the video and transcripts of <i>Who’s on First?</i> Discuss how word play can create humor and confusion. Support your ideas with evidence or examples from the texts you’ve studied.” After this discussion, students individually draft a written response for the Focus Question, “How can wordplay create confusion and Humor?” In Module 4, Lesson 6, students respond to peers through the informal Think-Pair-Share protocol. After listening to Chapter 2 and identifying the structure of the text, partners discuss various questions such as, “Why does Nelson use this text structure to organize the information in this Chapter?” and “How does Nelson’s use of this text structure help you better understand the style of play in the negro league?” This verbal task in the importance of text structure is determined to last approximately twenty-two minutes.</p>
	<p><b>Required *Indicator for grades 3-12 only</b>  <b>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</b></p>	<p><b>Yes</b></p>	<p>The majority of oral and written tasks require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. In the modules, students participate in writing and discussion activities based on evidence. Text-dependent questions and activities</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>support student responses and reflect on how it enhances the impact of their writing and discussions with peers. Prompts and graphic organizers are provided to scaffold the learning process and ensure students gather evidence effectively. For example, in Module 2: Word Play, Lesson 32, students engage in a Socratic Seminar in which they discuss the central theme of <i>The Phantom Tollbooth</i>. In preparation for this whole group discussion, students review previous lesson graphic organizers and gather at least two pieces of specific evidence that support their individual topic statement. This must be direct evidence from the text as it will be used to complete Focusing Task Question 4. After the Socratic Seminar, students plan for the written response to the Focusing Question, “How is <i>The Phantom Tollbooth</i> a story of transformation?” Students review the “To-SEEC” (topic statement, evidence, elaboration, conclusion) paragraph structure introduced and practiced in Module 1. In Module 3, Lesson 33, the End of Module Task states, “Write an opinion essay in which you support your point of view about whether the Civil War impacted members of the Pruitt family in a mostly positive or mostly negative way. Use evidence from <i>The River Between Us</i> to develop two reasons. Elaborate on your evidence to support your reasons.” The task promotes understanding from complex core texts for evidence practices which assesses student mastery when interacting with on-grade level</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>material. Students will have acquired knowledge from a variety of sources which are used within this task. Over the course of four to five lessons, students are guided through a gradual writing process, brainstorm in small groups and pairs and reread to complete the evidence collection organizer. Students are also offered essay planning documents which accentuate essential aspects of their writing rubric.</p>
	<p><b>Required</b>  <b>6c)</b> Materials include multiple <b>writing tasks aligned to the three modes of writing</b> (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> <li>As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</li> <li>In grades 3-12, tasks may include blended modes (e.g., analytical writing).</li> </ul>	<p><b>Yes</b></p>	<p>Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Students participate in the three writing modes through Focus Question tasks and the end of module writing. Each focus task is aligned to the writing mode at the end of the module. This prepares students for the success criteria needed to demonstrate understanding. Throughout the modules, students practice different types of writing through guided lessons. These lessons are designed to help students become independent writers. At the end of each module, students complete an End of Module task that demonstrates the skills acquired throughout the lessons. Additionally, they complete several written Focusing Question Tasks throughout the module. The purpose of writing varies depending on the texts and tasks assigned in each module. For example, in Module 2: Word Play, students express their knowledge building of the topic through explanatory and narrative writing. In Lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>15, students answer their second Focusing Question Task. This assesses students on their ability to write a narrative character snapshot. Using a scene featuring Milo and an invented character from <i>Abandon Elementary</i>, students must use descriptive details to describe both the character and the setting. In Lesson 19, students complete their third Focusing Question Task which involves utilizing their previously created character snapshot. Students must add to this piece of writing to create an exploded moment. This must include dialogue and sequencing to demonstrate conflicting ideas between characters. Students complete the End of Module Task which asks students to write an exploded narrative scene in which Milo, from the text <i>The Phantom Tollbooth</i>, encounters one of the demons from the mountain of ignorance on his return journey and helps him resolve a conflict related to the word play of his name. Students have steadily gathered narrative skills throughout the module to be successful when piecing together their End of Module Assessment. In Module 3, <i>A War Between Us</i>, students enter the same writing framework, however, this module has a focus of opinion writing. In Lesson 4, students work to express the knowledge that has been built thus far by writing an explanatory essay to respond to the following prompt: “Explain a factor that led to the start of the Civil War.” Students use evidence from a combination of supplementary texts to support thinking.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>After building perspective knowledge through various texts, students complete their second Focusing Question Task in Lesson 15. Students write an opinion essay about whether boy soldiers were affected by fighting the Civil War for better or worse using evidence and elaboration to support their reasoning. In Lesson 28, based on core text knowledge, students write a journal entry from a character’s point of view, explaining reasons that support a character’s opinion. Throughout the module, students consistently practice opinion and perspective writing, this knowledge base comes to fruition with the end of module task in Lesson 33. This task asks students to answer the following prompt based on the text <i>The River Between Us</i>: “Write an opinion essay in which you support your answer about whether the Civil War impacted members of the Pruitt family in a mostly positive or mostly negative way.”</p>
	<p><b>Required</b>  <b>6d)</b> Materials address the <b>grammar and language</b> conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> <li>For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage.</li> </ul>	<p><b>Yes</b></p>	<p>Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. Students are given opportunities to experiment with grammar while analyzing the author’s craft in core texts. For example, in Module 1, Lesson 3, students examine prepositional phrases using excerpts from the supplementary text “Lewis and Clark and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the Indian Country.” The teacher begins by reviewing prepositional phrases and why they are important to writing. Students practice with partners in identifying prepositional phrases in sentences that answer the following questions: who, what, when, where, and why. Students then use sentence excerpts and sort them according to the question that they answer. The teacher encourages students to incorporate preposition phrases in their upcoming writing. In Module 2, Lesson 10, students experiment with using prepositional phrases to add precise detail. Students use excerpts from the core text <i>The Phantom Tollbooth</i>, along with their own written material within this exercise. In previous lessons, students utilized word choice to invoke feeling and visualization to the reader (L5.1a, L5.3a). In this activity, students identify examples of prepositional phrases within an excerpt of <i>The Phantom Tollbooth</i> on Handout 9B and explain how each of these phrases help to visualize the town of Abandon. Students then reflect on and edit their own narrative snapshot to incorporate prepositional phrases to better demonstrate visualization of the setting of Abandon. In Module 4, Lesson 6, students understand the structure and experiment with the use of commas in a series (L.5.2a). Students review and examine sentence examples from the core text <i>We are the Ship: The Story of Negro League Baseball</i> prior to small group practice. During partner work, students use sentence</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			examples from pages 17 and 21 with the commas removed. Students work together to edit the sentences to include accurate commas in a series. Students create an anchor chart encapsulating the rules of commas in a series. As an exit ticket, pairs write one sentence about the tricks the Negro League players would do during games with the provided four phrases with accurate punctuation.
<p><b>7. ASSESSMENTS:</b> Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <b>7a)</b> Materials use <b>varied modes of assessment</b>, including a range of pre-, formative, summative, and self-assessment measures.</p>	<p><b>Yes</b></p>	<p>Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. Module assessments are built with a backwards design layout in mind. Students partake in five types which lead back to the overall End of Module Task. These assessments include: one check for understanding per lesson, three to four focusing question tasks per module, two to three new read assessments per module, two to three Socratic Seminars per module and the end of module task. Students also receive vocabulary assessments at the conclusion of each module. These assessment methods are systematic and consistent across the modules. Students also have various self-assessment measures in place for writing and reading. For example, in Module 2, Lesson 23, students complete New-Read Assessment 2. Students read Chapter 13 from the core text, <i>The Phantom Tollbooth</i>. Students answer three multiple choice questions, two of which are evidence based, and complete a story map graphic</p>

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			<p>organizer and an illustration study with evidentiary support. These questions are aligned with standards and skills taught in the previous lessons. Materials provide clear next steps when reviewing data, as well as possible small group supports using small excerpts from the text focusing on reviewing reading skills previously modeled such as referring to evidence to support what the text says, as well as text features and structure. For example, in the Next Steps section of Lesson 23, it states, “If students struggled with questions specific to the plot, consider taking question frames from this assessment and providing students more opportunities to answer multiple-choice questions about how certain episodes fit into the structure of the novel...” In Module 3, Lesson 29, students participate in a Socratic Seminar based on their study of the males and females within the Civil War and how their experiences differed, as well as how people’s experiences can shape their perspective. Teacher materials explain in detail how to conduct the Socratic Seminar including steps, participation guidelines, and key discussion questions. Students review evidence from the current core text and review the expectations of the collaborative discussion following a Socratic Seminar guideline. After the seminar, students self-assess by completing the Self column of the checklist on Handout 4A. Students also complete an Exit Ticket reflecting on the following question: “Summarize two of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>most important points you heard from your peers today during the seminar. Why do you think these ideas are so important?" The teacher completes the Socratic Seminar Tracking Sheet provided in Appendix C, or creates a dialogue map to document individual student participation and contributions.</p>
	<p><b>Required</b>  <b>7b) Materials assess student understanding of the topics, themes, and/or ideas</b> presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	<p><b>Yes</b></p>	<p>Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Each of the modules assess students' knowledge built over the course of the unit utilizing the Focus Question tasks and End of Module writing. Each module implements a backwards design. End of Module Tasks are broken down into Focusing Questions. In every module, students complete Check for Understanding assignments daily. Teachers analyze the results of these assignments to identify any gaps or needs in their students' learning and provide immediate support where necessary. Assessments are closely tied to the content taught in each lesson and module and serve to build towards the final End-of-Module Task. For example, in Module 2, the Essential Question that students work towards understanding is, "How and why do writer's play with words?" This question is then broken down into four Focusing Questions, "How can word play create confusion and humor?" "How can writers use word play to develop a story's setting and characters?" "How can writer's use word play to develop a story's plot?"</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and “How is <i>The Phantom Tollbooth</i> a story of transformation?” Each Focusing Question is answered over the course of about ten lessons with an aligned Content Framing Question for each lesson. Students gain substantial practice and knowledge during Focus Arcs forming a firm foundation prior to answering the Essential Question. In Module 4, Focusing Question for Lessons 1-4 is, “How can sports affect the way we view others?” Students read the supplementary texts “Nelson Mandela Speech that changed the world” and “Raymond’s Run.” Within the Focusing Question Task, students write a well-developed explanatory paragraph on how a character’s perspective toward another can change through an experience with a sport. Students build knowledge about the power of sports, conduct research on Nelson Mandela and the South African Rugby victory, organize information using graphic organizers, and sort evidence. Each of these skills prepares students for the end of module explanatory essay answering the Essential Question, “How can sports influence individuals and societies?”</p>
	<p><b>Required</b>  <b>7c) Aligned rubrics or assessment guidelines</b> (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p><b>Yes</b></p>	<p>Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Materials issue answer keys, rubrics and exemplars within Appendix C of each module. Guidance for interpretation can be found within Lesson Context and Alignment. All modules include guidelines for assuring students are acquiring the knowledge and skills set forth</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>in the Module Goals. For example, in Module 1, Appendix C includes two New-Read Assessment Answer Keys and Sample Responses for Lessons 10 and 21. Exemplars for short answer responses are included along with success criteria. For example within the Lesson 21 answer key, it states, “Students should include these elements within their responses: provide a paraphrase of the provided evidence and elaborate on the provided evidence.” In Module 3, Lessons 12, 27 and 33, students utilize the Grade 5: Opinion Writing Rubric for the Focusing Question Tasks within those lessons. Students also use this same rubric during the End of Module Task. Materials promote clear understanding of success criteria as these criteria are stated within the Teacher’s Edition under Context and Alignment at the end of Lessons 12, 27, and 33. Success criteria is also provided within Student Checklist for Success, as well as within the Opinion Writing Rubric. Exemplar writing samples for the Focusing Question Tasks are provided in Appendix C. Common language is used throughout writing documents, both teacher and student, to ensure understanding, mastery and success. Models are provided in teacher lesson materials to review with students along with the success criteria.</p>
	<p><b>Required</b>  <b>7d)</b> Measurement of progress via assessments include <b>gradual release of supporting scaffolds</b> for students to measure their independent abilities.</p>	<p><b>Yes</b></p>	<p>Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities. In each module,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>teachers gradually release responsibility for a specific writing mode through a series of lessons. While students build knowledge of module themes through complex texts, they also analyze the author's craft. Students move through four craft stages for each module writing they complete. These assessments serve as a way to monitor the students' growth, success, and challenges. It also allows teachers to support, differentiate, and extend instruction for individual students based on their performance. As the students learn and master new skills, teachers gradually lessen the supporting scaffold. Whether a Focusing Question Task, or End of Module Task, students follow the same craft steps to ensure understanding and success. These stages include: Examine, Experiment, Execute and Excel. For example, in Module 3, Lessons 6-15, students move through a Craft Cycle with a focus on opinion paragraph structure related to the core text <i>The Boy's War</i>. In Lessons 6-9, students begin to examine the realities of war for young soldiers. The use of an Evidence Collection Organizer is broken down in segments and modeled whole group by the teacher to ensure students grasp the concept of an author supporting viewpoints. Students then work in pairs or small groups to work toward evidence collection of authors' viewpoints using firsthand accounts. During this time, students also participate in a gradual release of forming</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>an opinion statement using core text. By Lesson 9, students experiment with forming an opinion statement in relation to a prompt with sentence frames. In Lessons 9-14, the teacher gradually gives responsibility over to the students. Students experiment with opinion statements and supporting reasons based on evidence collection using previously created anchor charts and firsthand accounts in small groups to prepare to answer the Focusing Question, "How did the civil war impact boy soldiers?" In Lesson 15, after reviewing success criteria with the teacher, students work in pairs to execute an opinion paragraph using paragraph frames and the HI-OREE-CO Organizer (Hook, Introduce, Opinion Statement, Reason, Evidence, Elaboration, Concluding Statement, Option) previously modeled. Pairs collaborate to create solid reasons and review evidence collected. Students individually formulate their paragraph once collaboration has concluded and whisper read their work to review organization. Students then excel by revising their paragraphs using feedback from peers. In Module 4, Lessons 5-16, students move through a Craft Cycle with a focus of evidence in explanatory/informative speech writing related to the texts <i>We are the Ship: The Story of Negro League Baseball</i>. Students have already practiced evidence collection and structure within informative writing. Now, students focus heavily on paraphrasing and directly quoting to support</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>a point both written and in a verbal speech context. Students follow a similar sequence of gradual release as previously stated. In Lessons 5-10, the teacher examines with students how authors utilize evidence to support points and the impact both paraphrasing and direct quotations make. As students progress, they experiment with paraphrasing and direct quotations using core text excerpts with small groups. In Lesson 11, students take the lead by locating and directly quoting the strongest evidence in the 7th and 8th inning Chapters to answer the question: “How did black baseball players ‘change a few minds’ about being treated equally to whites?” In Lessons 12-16, students follow the same gradual release with logically organizing a sequence of ideas, which leads to the culminating assessment of these skills in the Focusing Question Task 2.</p>
	<p><b>7e)</b> Materials assess student proficiency using methods that are <b>unbiased and accessible</b> to all students.</p>	<p><b>Yes</b></p>	<p>Materials assess student proficiency using methods that are unbiased and accessible to all students. Student writing assessments and rubrics are built into five craft features: structure, development, style, conventions and process. These stages are also aligned with speaking and listening rubrics. During lessons, this common language is used when exploring new writing skills amongst core texts; skills which are necessary for assessment tasks. In the beginning of modules, students focus on structure and development to then deepen their understanding through the purpose of style</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and craft. Rubrics and guidelines are clear for teachers and students with exemplars referenced throughout modules. Rubrics are put in student-friendly task checklists and can be easily accessed by both teachers and students alike. Exemplars and task questions are reviewed thoroughly and peer feedback is provided in conjunction with checklists to revise writing. For example, in Module 1, Lesson 35, students have practiced informational writing structure and evidence collection techniques when analyzing complex core texts to plan a multi-paragraph essay. This End of Module Task focuses primarily on the important values and beliefs of the Nez Perce culture found within the “Lincoln Hall Speech” and previous observations within <i>Thunder Rolling on the Mountain</i>. Success criteria for the assignment is listed in teacher manual materials as well as student assignment descriptions and student-friendly explanatory writing checklists. In the lesson, students provide feedback to peers using the plus/delta protocol for key aspects of success criteria highlighting evidence of each in the planner draft handout. The Teacher’s Edition states, “Review Handout 35A: End of Module Essay Checklist with students and explain that, as they review their own work and a partner’s work today, they will show proof of key parts of the checklist by marking on their essay planner draft.” Students then utilize teacher and peer feedback to write their final draft. In Module</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>2, Word Play, Lesson 32, students follow the same protocols for planning and writing; however, students also complete a Socratic Seminar based on their evidence findings and essay writing thus far. Students review the Module Speaking and Listening Goal of adapting delivery to an audience. A student-friendly checklist is included in materials to ensure quality participation. Criteria to be rated include: “strong, precise word choice to express ideas,” “speak at a pace that can be understood by an audience,” “adjusting speech to the presentation context,” and “using body language as appropriate.” After completing the seminar, students debrief whole group based on the Speaking and Listening Rubric with questions such as: “What did we do well in today’s Socratic Seminar?” “What could we improve upon next time?” and “What new ideas and insights did you gain from the seminar?” Students utilize new information gained about Milo’s transformation and overall theme from the Socratic Seminar to begin drafting their Focus Question Task 4. The teacher models topic statement creation and reviews the overall To-SEEC paragraph structure offering definitions and examples of each section.</p>
<p><b>8. SCAFFOLDING AND SUPPORT:</b> Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend</p>	<p><b>Required</b> <b>8a)</b> As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with <b>understanding the text</b> itself (i.e. providing background knowledge, supporting vocabulary acquisition).</p>	<p><b>Yes</b></p>	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials implement a consistent learning cycle across the modules. When introduced to a core</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		<p>text, students enter five content stages: Wonder, Organize, Reveal, Distill, and Know. Each lesson provides suggested approaches to unit themes and texts that assist students in comprehension. For example, in Module 2, Lesson 8, prior to reading, students are prompted to predict the meaning of the word, diction, by answering the following questions in their Response Journal: “What is a dictionary? List as many possible reasons why someone would use a dictionary.” and “What might the word diction mean, using your knowledge of word parts?” Students then review their answers, as well as previous observations about the author’s play on words. The teacher prompts students by saying, “Milo and Tock are approaching a place called Dictionopolis. What evidence inside this word can help us figure out its meaning and give us clues as to what Dictionopolis is like?” Using inquiry and word study, students are provided context and preparation for the upcoming chapter while also continuing to decipher the author’s word choice. In Module 3, The War Between Us, Lesson 8, students are introduced to the text <i>The Boy’s War</i> by Jim Murphy. During the Launch of the lesson, students add the word, reality, to their new word list and are prompted with the following question to engage thinking: “Based on what you know about war, what is a reality of war you think boy soldiers may have faced during the Civil War?” Prior to the read-aloud of Chapter 2, teachers define</p>



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>challenging high-priority words, such as blockade, hastily, standardized, coarse, ungainly, and pomp. Guidance also suggests that it may be useful to highlight the difference between evidence to support the author’s viewpoint and general interesting facts; offering examples that students can utilize later when gathering evidence. In Module 4, Lesson 1, students are introduced to the final module through a quote from Nelson Mandela surrounding the power of sports. Students are engaged with the quote by agreeing or disagreeing with Mandela that sports can create a sense of hope. Students then proceed to gain background knowledge by reading supplementary texts on Nelson Mandela and apartheid in South Africa prior to watching the documentary on the South African 1995 Rugby World Cup victory. Students receive context prior to watching the documentary ensuring that when viewing the documentary for a second time, students can fully deepen their understanding of events, the significance of the victory for South Africa, and what these experiences reveal about the power of sports.</p>
	<p><b>Required</b>  <b>8b)</b> Materials <b>do not confuse or substitute</b> mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p><b>Yes</b></p>	<p>Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Students utilize recurring reading strategies and learning routines that are transferable to all core texts rather than isolated</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>instances. These strategies include questioning, note-taking, annotations, summarization, and evidence collection. Consistent content stages (Wonder, Organize, Reveal, Distill, Know) throughout modules, along with framing questions, allow students to build knowledge and insight utilizing the same sequence. For example, in Module 1, Lesson 15, students engage in the Reveal stage of analyzing characters using the core text <i>Thunder Rolling in the Mountains</i> by Scott O'dell. This stage allows for independence and student-directed instruction, as modeling has already occurred in identifying and analyzing character actions. Students explore Chapters 2 and 3 to illuminate the intensifying conflict between the Nez Perce and the U.S. government. Students summarize and reflect on the significance of the Nez Perce homeland and annotate a new segment of text adding to events previously discussed. Students then reread, digging deeper into the developing contact between the Nez Perce and General Howard specifically. In a Think-Pair-Share discussion protocol, students answer Text Dependent Questions such as the following: "What is Chief Joseph saying in his speech to General Howard? Why does he choose to share this story with General Howard?" "How do the events of Chapter 3 further develop the conflict between the Nez Perce and General Howard and his soldiers?" and "What is another separate conflict brewing among the Nez</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Perce at the outcome of Chapter 3? How do you know?" Students are given a multitude of opportunities to build knowledge of character words, thoughts, and actions using consistent strategies. In Module 2, Lesson 22, students read and summarize a chapter of the text <i>The Phantom Tollbooth</i> by Norton Juster and place sticky notes throughout to flag details of the newly introduced characters, Rhyme and Reason. Students use Handout 13A: Oral Story Map to summarize the story of Rhyme and Reason using sentence frames on the story map to guide discussion. After summarizing, students participate in a Chalk Talk to distill meaning. Students individually answer posed questions on chart paper around the room such as "What is the story of Rhyme and Reason really about?" and "What is the significance or meaning of this story? Why might it be important when thinking about the larger story?" Students interact with peer responses by building onto others' thinking, circling intriguing facts, writing questions, or drawing lines to connect ideas. Students then share peer responses that resonated with them while discerning essential meaning, or main idea.</p>
	<p><b>Required</b>  <b>8c)</b> Materials include <b>guidance and support</b> that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p><b>Yes</b></p>	<p>Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide text-dependent questions and deep dives within each lesson that</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>prompt a return to focused aspects, or parts of the text. For example, in Module 2, Lesson 10, students partner read Chapter 4, flagging details that spark their curiosity about new characters Milo meets in this chapter. The following questions are asked by the teacher during a whole group discussion following reading: “How does the author describe Spelling Bee? What do we learn about him from the author’s description, as well as his words and actions in this episode?” and “What does the illustration on page 51 show? How does it support your understanding of the Spelling Bee and Milo’s feelings toward him?”</p> <p>Students complete a Handout 6A: Setting and Character Analysis Chart for the character Humbug. Students reread pages 53-56, as needed, to support their deeper exploration of Humbug’s character. After a ten-minute work period, students share observations about the description and illustration of Humbug, as well as inferred definitions of the word Humbug based on evidence. In Module 3, Lesson 9, the teacher guides students through pages 26-37 of the text, <i>The Boy’s War</i>, identifying the realities of war. After making annotations, the students answer the following questions: “What does Elisha Stockwell call himself a ‘foolish boy’ on page 33, and say that he would be happy to see his father coming to get him?” and “Other than Elisha Stockwell’s own account of being a ‘foolish boy’ on page 33, what additional evidence in Chapter 3</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supports the title ‘What a Foolish Boy’? Identify and explain at least two new pieces of evidence.” Students write these responses in their journals to discuss with partners. Students work in small groups to begin forming opinion statements using solid supporting evidence from Chapter 3. Later in the lesson, students reread excerpts from Chapter 3 to experiment with correct perfect verb tenses. The teacher provides three sentences from the text in which students must identify the past, present, and future perfect verb tenses. Students then utilize verbs to create their own context-specific perfect tense sentences.</p>
	<p><b>Required 8d)</b> Materials provide additional supports for expressing understanding through <b>formal discussion and writing development</b> (e.g., sentence frames, paragraph frames, modeled writing, student exemplars, etc.).</p>	<p><b>Yes</b></p>	<p>Materials provide additional supports for expressing understanding through formal discussion and writing development. Each of the modules offers formal discussion in the form of Socratic Seminar and writing supports. Socratic Seminars are consistent through modules as a form of assessment. For example, in Module 1, Cultures in Conflict, students participate in formal Socratic Seminars to demonstrate knowledge of core texts. Students have both content and speaking criteria to be successful. Examples of students' Socratic Seminar discussion goals include: “Engage effectively in a collaborative discussion about stories within the Nez Pearce culture building on others' ideas and expressing your own clearly” and “Engage effectively in a collaborative discussion, synthesizing evidence from literary text to elaborate on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>ideas.” In Lesson 26, students engage in small-group discussion to prepare for Focusing Question Task 5. Students first jot down answers to three prompts before beginning the discussion, “What important beliefs and values do Chief Joseph and his daughter Sound of Running Feet share?” “How do their beliefs differ?” and “By the end of the novel, how and why have Sound of Running Feet’s beliefs changed?” The teacher provides various sentence frames to support students’ collaborative discussions, such as, “One important belief/value Chief Joseph and Sound of Running Feet share is ____.” and “I see evidence of this belief/value for Chief Joseph/Sound of Running Feet when ____.” In Module 4, Lesson 34, students are provided modeled paraphrased writing to assist with the End of Module writing task. The Teacher’s Edition states, “Model this process by identifying the paraphrased and directly quoted evidence in the body paragraphs and pointing out in-text citations that accompany those pieces of evidence. Make special note of how the author of this essay included the section of the website she visited as well as the overall name.” Students then address citations and paraphrasing in their own essays.</p>
	<p><b>Required</b>  <b>8e)</b> Materials are <b>easy to use and well organized</b> for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers. Each module follows a predictable structure by combining content and craft for students to build understanding. Teacher and student materials have digital access. This also</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>includes assessment-based materials. The teacher manual begins with the end goal in mind, offering a look at the module summary, Essential Question, Focus Questions, and major assessments first. Teachers can see the scope and sequence of the module using the module map. Lessons are laid out in a straightforward manner thereafter. Each lesson provides an overview of standards, Focusing Questions, Content Framing Questions, Craft Questions, and texts needed prior to starting. Lessons also give clear guidance to teachers for pace, scaffolding suggestions, and assessment review throughout. Student materials are organized according to lessons in the order in which they are needed. Teachers can easily direct students to the appropriate activity by a number and letter. For example in Module 4: Breaking Barriers, Lesson 20, teachers display Handout 19B and “encourage students to first read the notes they recorded on Handout 19B to help them focus on finding new, different information.” Students use previous handouts from Lesson 19 to develop notes about a topic using a new source. Students focus on finding new or different information that builds knowledge about their research questions. In pairs, students review the article and write down paraphrased notes to answer a variety of research questions. Students regularly refer to this handout in this Lesson Arc. This is also evident in Module 3, Lesson 14, as the teacher directs students to take</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>out Handout 12A and reminds them “that in the previous lesson, they created one reason to support their opinion.” Students reflect on their opinion statement that they created on this handout in a previous lesson then complete a Quick Write to the prompt, “Review your work on Handout 12A. Now that you have read Chapter 9 and completed the book, have your ideas and reasons in response to the prompt changed? Why or why not?” Students revise their original opinion statements as needed. This is helpful when returning to previous knowledge from various lessons and where to locate them within student workbooks, or online materials.</p>
	<p><b>Required</b>  <b>8f)</b> Support for diverse learners, including English Learners and students with disabilities, are provided. Appropriate suggestions and materials are provided for <b>supporting varying student needs</b> at the unit and lesson level using an accelerating learning approach<sup>14</sup>. The language in which questions and problems are posed is not an obstacle to understanding the content, and if it is, additional supports are included (e.g., alternative teacher approaches, pacing and instructional delivery options, strategies or suggestions for supporting access to text and/or content, suggestions for modifications, suggestions for vocabulary acquisition, extension activities, etc.). Materials include <b>teacher guidance to help support special populations</b> and provide</p>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. All students are given the opportunity to learn from grade-level advanced texts. Teacher manuals provide supports for diverse learners throughout. Analysis sections follow each lesson to offer guidance on diagnosing student needs based on assessment data, additional supports, and next steps in relation to the following lesson. For example, in Module 3, Lesson 34, students collect evidence on the positive and negative impacts of the war. The</p>

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



CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	opportunities for these students to meet the expectations of the standards and enable regular progress monitoring.		materials include teacher guidance on how to scaffold. The guidance states that “if students struggle to answer the first question, ask a follow-up question such as: How has the war brought people together? or How has war created new relationships between people?” Additionally, if a student is a striving reader, the Teacher’s Edition suggests pairing them with a stronger reader to help identify and elaborate on evidence of war’s positive impact. After the lesson within the Analyze section, teacher guidance is provided for a debrief and next steps for student writing. The guidance states, “Students may find it more challenging to elaborate on evidence of the war’s positive impact. If this is the case, encourage students to set aside negative aspects they have learned from the war. Ask questions such as: How are the Pruitt’s lives better because of the war? Or, for even greater support, How has Delphine made Noah’s life better? What does the war have to do with that?” Alternative activities are also provided to adjust for diverse classroom groups. Students with accelerated needs are also provided with extensions within module learning. For example in Module 2, Lesson 20, students analyze dialogue and how it enhances character descriptions. As an extension, guidance states, “Challenge students to consider how speaker tags - the way in which a character says something - help develop character. For example, on page 133, the voice that kept speaking was

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>'so raspy that it made you want to clear your throat.' Ask students how this helps the reader understand Dr. Dischord even better." Each module also offers English Learners bilingual glossaries, family welcome letters, and family tip sheets in thirteen languages to support the school-to-home connection. The materials also include specified scaffolding suggestions for English Learners.</p>
	<p><b>8g)</b> The content can be <b>reasonably</b> completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.</p>	<p><b>Yes</b></p>	<p>The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding and provides guidance about the amount of time a task might reasonably take. Modules include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events, or standardized tests. Materials provide time between modules for short studies of favorite texts related to module topics or other important topics, research projects to apply skills and build knowledge, and possible field trips that connect to module topics. The guidance provided for the time between modules is four instructional days. In addition, the materials accommodate extra time within modules for teachers to respond to specific student needs. Pause points can be utilized for re-teaching, scaffolding, or extending lessons based on students' strengths, needs, and interests. Teacher guidance is provided within the Analyze section at the end of each core lesson for ideas for additional support</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			during pause points. Lesson structure and pace averages to 85-90 minutes per lesson, 75 minutes for the core lesson, and 15 minutes for a Deep Dive.
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.			
<b>Compile the results for Sections I-III to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality <sup>15</sup>	1. Quality of Texts	Yes	Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials do provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Yes	A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.
	3. Coherence of Tasks	Yes	Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.
<b>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)<sup>16</sup></b>	4. Foundational Skills	N/A	
	5. Range and Volume of Texts	Yes	Materials seek a balance in instructional time between literature and informational

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>III. Additional Criteria of Superior Quality<sup>17</sup></b>			texts. Materials include print and non-print texts of different formats and lengths. Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students’ interests to build stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.
	6. Writing to Sources, Speaking and Listening, and Language	<b>Yes</b>	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2. The majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they build through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text. Materials include multiple writing tasks aligned to the three modes of writing as outlined by the standards at each grade level. Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.
	7. Assessments	<b>Yes</b>	Materials use varied modes of assessment, including a range of pre-, formative,

<sup>17</sup> Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>summative and self-assessment measures. Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Aligned rubrics or assessment guidelines are included and provide sufficient guidance for interpreting student performance. Measurement of progress via assessments includes the gradual release of supporting scaffolds for students to measure their independent abilities. Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>
	8. Scaffolding and Support	Yes	<p>Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there. Materials provide additional supports for expressing understanding through formal discussion and writing development. Materials are easy to use and well organized for students and teachers. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. The content can be reasonably</p>

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

\*As applicable

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

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

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

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



Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.