



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



Title: **Inquiry By Design Language Arts Curriculum**

Grade: **English I**

Publisher: **Inquiry By Design**

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Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	1. Quality of Texts (Non-negotiable)

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts within the materials range in Lexile levels from 820L to 1340L. Qualitative measures include levels of meaning, text structure, language, and knowledge demands. For example, in Unit 1: Foundations for Inquiry, texts are moderately complex by most qualitative measures as a method of scaffolding skills for increasingly complex texts in later units. The first text in Unit 1, “In the American Society,” by Gish Jen, has a Lexile score of 880L; however, the text is considered moderately complex because, while it uses “generally conventional, explicit language” throughout, it involves “non-standard English constructions” and contains “multiple levels of meaning and implicit themes,” which supports the text’s qualitative complexity and overall appropriateness for the grade level. In Unit 4: Borderlands: Theories and Stories, students read “Towards a New Consciousness” from <i>Borderlands/La Frontera</i> by Gloria Anzaldúa (1150L). Qualitative measures add to the text’s complexity, including complex language involving some untranslated Spanish words,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>new terminology, figurative language, and shifts between prose and poetry. The text “incorporates a wide variety of styles and linguistic choices in making a subtle, intricate, abstract argument” and structure which may be more challenging for students to analyze due to shifting styles and tones, as well as language that addresses “a broad range of intricate ideas.” Knowledge demands also increase text complexity in that, “much of it is written in the context of a specific discussion of the intersectional identities of being a Mexican-American-Indian woman. Close reading can unpack many of the important parts of her arguments without outside reference, but a familiarity with some aspects of the various cultures she describes will significantly aid the reader.” In Unit 6: The Icarus Tales, students read Ovid’s “Daedalus and Icarus” (1140L). Language features that add to the text’s overall complexity include archaic language, unusual sentence structures, unfamiliar vocabulary, and mythological references. Knowledge demands also increase the qualitative complexity of the text due to the students’ lack of prior knowledge of the poem’s context and the “many allusions to other stories of Greek mythology.”</p>
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content,</p>

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	<p>of content, language, and writing that is produced by experts in various disciplines.</p>		<p>language, and writing that is produced by experts in various disciplines. For example, in Unit 2: Reading Intelligence, students engage with the text, “The Genius of Jobs,” by Walter Isaacson, author of the best-selling biography, <i>Steve Jobs</i>. In Unit 3: Dealing With Difficulty, students read the 2011 Best American Essay selection “Auscultation,” by Steven Church. Additionally, Unit 4: Borderlands: Theories and Stories uses a chapter from <i>Borderlands/La Frontera</i> by American Book Award-winning author, Gloria Anzaldúa, and Unit 6: The Icarus Tales includes the short story “Harrison Bergeron,” by multiple award-winning author, Kurt Vonnegut. The texts are varied in genre, structure, complexity, and purpose and provide opportunities for students to build skills such as interpreting arguments, composing text-based responses to discussion, reflection, and comparison prompts, writing narratives, and research-based reporting while simultaneously scaffolding students for the more challenging tasks later in the materials.</p>
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about 	<p>No</p>	<p>Materials do not 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. Materials provide some connection among texts but do not include ample opportunities for students to build vocabulary knowledge</p>

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	<p>the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.</p>		<p>or knowledge about themes through tasks in reading, writing, listening, speaking, and language. For example, Unit 2 introduces two articles, “The Genius of Jobs” and “The Secret to Raising Kids.” In Sessions 1-3 and 5-7, students focus on identifying terms and elements in the texts that are “unfamiliar, confusing, or unclear” instead of focusing on an essential question or focus question. This form of preparation narrows students’ attention on reading simply to correct confusion and does not promote deeper learning, as opposed to prompting students to read to make connections and build text-based knowledge of the theme, Reading Intelligence.</p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>No</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are not selected for multiple, careful readings throughout the unit of study. While the materials incorporate texts across multiple sessions, tasks address skills-related topics rather than encourage purposeful, repeated readings. For example, in Unit 3, Session 1, students listen to a reading of “Auscultation” and mark “lines or moments in the essay that seem difficult.” In Session 2, students listen to a second reading of the text and follow the same annotation instructions, then work as a class to create a “master version” of those moments. In Sessions 3-4, students conduct a “search and study” to “make sense of certain difficult moments in the text” and work collaboratively to create a retelling of the</p>

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			text. Session tasks do not emphasize building knowledge through multiple, close readings of the texts.
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS:</p> <p>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>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>
	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>

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<input type="checkbox"/> Yes <input type="checkbox"/> No	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).		
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)			
Non-negotiable* 4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of 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. *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	Not applicable to this grade level
	Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).	N/A	Not applicable to this grade level
	Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).	N/A	Not applicable to this grade level
	Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).	N/A	Not applicable to this grade level

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<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	Not applicable to this grade level
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	Not applicable to this grade level
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	Not applicable to this grade level

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable to this grade level
	<p>Required *Indicator for grades K-2 only</p> <p>4i) 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.</p>	N/A	Not applicable to this grade level
	<p>Required *Indicator for grades K-5 only</p> <p>4j) Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	N/A	Not applicable to this grade level
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4,</p>	<p>Required</p> <p>5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 		
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁵</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

⁵ 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>Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	The reading selections are centrally located within the materials and the center of focus.		
	Required 8f) Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. 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, etc.).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.

FINAL EVALUATION

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

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	No	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

⁶ 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
			well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. However, materials do not 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 not selected for multiple, careful readings throughout the unit of study.
	2. Text-Dependent Questions	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	3. Coherence of Tasks	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only) ⁷	4. Foundational Skills	N/A	Not applicable to this grade level.
III. Additional Criteria of Superior Quality ⁸	5. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	7. Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality			

⁷ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

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 [2022-2023 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: A.E. Phillips, Ascension, Belle Chasse Academy, Bienville, Caddo, Calcasieu, Catholic Diocese of Baton Rouge -REACH Department, East Baton Rouge, Hynes Charter School Corporation, Iberia, Iberville, Jefferson, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Louisiana Virtual Charter Academy, LSU Laboratory School, Orleans, Monroe City Schools, Morehouse, Orleans, Ouachita, Plaquemines, 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 grades 3-12.

Appendix I.

Publisher Response



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



Title: **Inquiry By Design Language Arts Curriculum**

Grade: **English I**

Publisher: **Inquiry By Design**

Copyright: **2020**

Overall Rating: **Tier 3, Not representing quality**

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

STRONG	WEAK
	1. Quality of Texts (Non-negotiable)

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

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



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

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

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

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

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

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

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

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>				
<p>Non-negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p>	<p>Required 1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> ● A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. ● In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves. 	<p>Yes</p>	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Texts within the materials range in Lexile levels from 820L to 1340L. Qualitative measures include levels of meaning, text structure, language, and knowledge demands. For example, in Unit 1: Foundations for Inquiry, texts are moderately complex by most qualitative measures as a method of scaffolding skills for increasingly complex texts in later units. The first text in Unit 1, “In the American Society,” by Gish Jen, has a Lexile score of 880L; however, the text is considered moderately complex because, while it uses “generally conventional, explicit language” throughout, it involves “non-standard English constructions” and contains “multiple levels of meaning and implicit themes,” which supports the text’s qualitative complexity and overall appropriateness for the grade level. In Unit 4: Borderlands: Theories and Stories, students read “Towards a New Consciousness” from <i>Borderlands/La Frontera</i> by Gloria Anzaldúa (1150L).</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<p>Qualitative measures add to the text’s complexity, including complex language involving some untranslated Spanish words, new terminology, figurative language, and shifts between prose and poetry. The text “incorporates a wide variety of styles and linguistic choices in making a subtle, intricate, abstract argument” and structure which may be more challenging for students to analyze due to shifting styles and tones, as well as language that addresses “a broad range of intricate ideas.” Knowledge demands also increase text complexity in that, “much of it is written in the context of a specific discussion of the intersectional identities of being a Mexican-American-Indian woman. Close reading can unpack many of the important parts of her arguments without outside reference, but a familiarity with some aspects of the various cultures she describes will significantly aid the reader.” In Unit 6: The Icarus Tales, students read Ovid’s “Daedalus and Icarus” (1140L). Language features that add to the text’s overall complexity include archaic language, unusual sentence structures, unfamiliar vocabulary, and mythological references. Knowledge demands also increase the qualitative complexity of the text due to the students’ lack of prior knowledge of the poem’s context and the “many allusions to other stories of Greek mythology.”</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>Required Indicator 1b) At least 90% of provided texts, including read-alouds in K-2, are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p>	<p>At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. For example, in Unit 2: Reading Intelligence, students engage with the text, “The Genius of Jobs,” by Walter Isaacson, author of the best-selling biography, <i>Steve Jobs</i>. In Unit 3: Dealing With Difficulty, students read the 2011 Best American Essay selection “Auscultation,” by Steven Church. Additionally, Unit 4: Borderlands: Theories and Stories uses a chapter from <i>Borderlands/La Frontera</i> by American Book Award-winning author, Gloria Anzaldúa, and Unit 6: The Icarus Tales includes the short story “Harrison Bergeron,” by multiple award-winning author, Kurt Vonnegut. The texts are varied in genre, structure, complexity, and purpose and provide opportunities for students to build skills such as interpreting arguments, composing text-based responses to discussion, reflection, and comparison prompts, writing narratives, and research-based reporting while simultaneously scaffolding students for the more challenging tasks later in the materials.</p>	
	<p>Required 1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas</p>	<p>No</p>	<p>Materials do not provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected</p>	<p>Inquiry By Design’s materials for English I include multiple units built around a common topic or theme – <i>Reading Intelligence</i>, <i>Borderlands</i>, and <i>Icarus Tales</i> are all examples</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>through tasks in reading, writing, listening, speaking, and language.</p> <ul style="list-style-type: none"> In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex texts. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. 		<p>topics and ideas through tasks in reading, writing, listening, speaking, and language. Materials provide some connection among texts but do not include ample opportunities for students to build vocabulary knowledge or knowledge about themes through tasks in reading, writing, listening, speaking, and language. For example, Unit 2 introduces two articles, “The Genius of Jobs” and “The Secret to Raising Kids.” In Sessions 1-3 and 5-7, students focus on identifying terms and elements in the texts that are “unfamiliar, confusing, or unclear” instead of focusing on an essential question or focus question. This form of preparation narrows students’ attention on reading simply to correct confusion and does not promote deeper learning, as opposed to prompting students to read to make connections and build text-based knowledge of the theme, Reading Intelligence.</p>	<p>of this – and every session in these units is focused on reading, writing, listening, and speaking about these texts in order both to understand the individual texts and to develop a larger understanding of the theme or topic.</p> <p>In Unit 2, which is discussed in the scoring justification, Sessions 3, 4, 7, 8, and 9 are all explicitly focused on “Defining Key Concepts,” “Analyzing the Central Idea,” and “Working Across Texts,” for example. As an example of this work, consider the work period of Session 3:</p> <p><i>“Place students in trios and have them discuss the answer to the following question: How would Isaacson define the following three terms: 1) ingenuity, 2) intuition, and 3) genius? Since the question pertains to how Isaacson would define these terms, students should reread and study the text to come up with their responses rather than consult an online resource. Students should collaborate to come up with a definition for each term and then write these definitions in their notebook.</i></p> <p><i>This is writing-to-think work. You may wish to inform students if you later plan to read through these to see their ideas and their thinking. It is one thing for students to “have a general</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p><i>idea” of what the author means; it is another to try to capture and express this idea. For this reason, actually writing down and explaining Isaacson’s concept of these terms is important.”</i></p> <p>Students’ early work with each text - in Units 2 and 3, specifically - is marked by comprehension work which invites them to monitor moments that are unfamiliar, confusing, or unclear, and this is done specifically to help students engage with challenging texts in a way that a) normalizes difficulty (all readers encounter such moments) and b) provides opportunities for students to seek out additional information as needed. This is not done <i>in place</i> of deeper learning; rather, monitoring one’s understanding of a text is <i>essential for</i> promoting deeper learning. In fact, while students are completing these steps, they also create and repeatedly revisit a list of “What We Learned From Reading ‘The Genius of Jobs’”, as introduced in Session 1:</p> <p><i>“When students have finished reading the article, explain to them that they will now have an opportunity to discuss what they learned from the first reading of the text. Before moving them into groups, give students one more moment to mark interesting or important things they learned from the text.</i></p>

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				<p><i>Place students in groups of two or three and give them 5-6 minutes to work together to create a list in their notebook of what they learned from reading this text. They should title this list "What We Learned From Reading 'The Genius of Jobs.'" Although students will be working together, each student should create a list in his or her notebook."</i></p> <p>Students add to this list (as well as a class chart) in each session, keeping the focus on the knowledge and information they are taking away from the reading. Creating arcs of work that integrate large amounts of discussion and writing as students move from comprehension to deeper analysis is what Inquiry By Design has always been focused on.</p> <p>We wish to point out the culminating task students are asked to complete in this same unit, which does encourage students to make connections between the texts and their growing knowledge of the unit theme:</p> <p><i>"During the previous sessions, you worked hard to read, comprehend, and analyze two separate texts about the topic of intelligence. For this assignment, you will now have an opportunity to synthesize information from across these two texts. You will write a 1 ½- to 2-page paper that responds to the following question:</i></p>

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				<p><i>Imagine Dweck as a reader of Isaacson’s article. How would Dweck respond to Isaacson’s notions of intelligence? What would she agree with? What would she argue against? Use evidence from both texts to support your response.”</i></p> <p>Similar examples can be excerpted from many other units. In Unit 4: Borderlands, for example, consider the following selection of tasks students complete as they build their understanding of the larger concepts and themes of the unit:</p> <p>From Session 15: <i>“For this assignment, please write a one-page paper in response to the following prompt: In the selection you have read, Anzaldúa talks about a “consciousness of the Borderlands,” something she also calls “mestiza consciousness.” [...] What, according to Anzaldúa, is a “consciousness of the Borderlands”? And what is Anzaldúa saying about why it is so important? To do this work, reread the selection and mark or highlight key moments where Anzaldúa seems to be creating arguments, or contributing to an overarching argument, about borderlands. What are the key terms she uses? The key examples? What are her conclusions? Use these questions to guide your</i></p>

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				<p><i>note taking during the rereading. In your paper, be sure to refer to the important moments you marked in the selection as you explain the arguments you see her making.”</i></p> <p>From Session 22: <i>“This assignment asks you to apply Anzaldúa’s notion of “borderlands” to Bambara’s story “The Lesson.” Another way to say this: This assignment asks you to reread “The Lesson” using Anzaldúa’s notion of “the borderlands” as a lens. Imagine that Bambara’s story is a story about a borderland—a story about a group of kids and their experience in a borderland. When you look at it this way, the story becomes a tale about what happens when borders are crossed—what happens between people and what happens inside individual people. Your job in this assignment is to track the main characters in the story and to pay attention to what happens to them individually, noticing how their relationships change. In doing this work, you will be studying life in a borderland. To do this, move through “The Lesson” by making notes and drawing conclusions about the people in the story and the relationships between those people.</i></p> <p><i>Task: At the conclusion of your study, you should have prepared a set of</i></p>

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				<p><i>notes that you can rely on when you participate in a whole-class discussion about “The Lesson” as a borderlands story. You should be able to describe what the borderland Bambara creates is like and how it is defined or determined by the relationships between the people who live there.”</i></p> <p>From Session 24: <i>“This assignment asks you to apply Anzaldúa’s notion of “borderlands” to Satrapi’s Persepolis. Another way to say this: This assignment asks you to read Persepolis through Anzaldúa’s notion of the “borderland.” Imagine that Satrapi’s Persepolis is a book about a borderland. In other words, it is a book about people who share a space, and it gives an account of the interactions between those people. Your job in this assignment is to track these people and the evolution of their relationships across the chapters in the book. In doing this work, you will be tracking the evolution of the borderland that is Satrapi’s Iran. To do this, move through Persepolis chapter-by-chapter, making notes and drawing conclusions about the people who occupy Iran and the relationships between them. At the conclusion of your study, please write an essay in which you tell what the borderland of “Persepolis” is like and</i></p>

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				<p><i>how it is defined or determined by the relationships between the people who live there.”</i></p> <p>From Session 28: <i>“Write your own borderlands story. To get ideas for your writing, think about the places you spend time that can be understood as “borderlands”: your neighborhood, your school, your home, or other places you spend time. You might also think about moments where you have had experiences or felt sensations that match the words Anzaldúa uses to describe a borderlands experience. Use Anzaldúa’s writing as a model for your own. If you want to use drawings as Satrapi did, then please feel free to do that as well.”</i></p> <p>From Session 36: <i>“You have done some very difficult and important work during this unit of study, including reading difficult texts, reading texts through frames or lenses culled from other texts, and writing difficult texts of your own. One result of this work is that you know a lot more about, and are a lot smarter about, working with texts—especially difficult texts. You are also a lot smarter about the complex notion of “borderlands.” This assignment is designed to give you an</i></p>

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				<p><i>opportunity to show what you learned about doing work with difficult texts during this unit.</i></p> <p><i><u>Part One:</u> Please revise one of the text-based papers you wrote during this unit. Do not choose one of the “retelling” papers or your own borderlands story, but instead work on one of the papers in which you wrote about Satrapí’s, Anzaldúa’s, or Bambara’s arguments or in which you made arguments of your own about Satrapí’s, Anzaldúa’s, or Bambara’s texts. Rewrite this paper so that it shows what you know about text-based writing and so that it reflects your current understanding of and thinking about “borderlands.”</i></p> <p><i><u>Part Two:</u> Attach this revised version to your original paper and write a brief (one-page) commentary that explains what you have learned about borderlands and about doing text-based work since you composed the first paper.”</i></p> <p>We are eager to discuss further examples and provide additional information to anyone who desires it, as curricular coherence is explicitly written into the conceptual framework which outlines the design of IBD’s curriculum:</p> <p><i>“Curricular Coherence: Clusters of texts provide multiple perspectives on themes,</i></p>

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				<p><i>topics, and text- based tasks. This encourages students to explore those topics with each text and across texts. Tasks are sequenced to allow students to engage in focused inquiry. Special attention is given to designing tasks that position students to revisit and revise their prior understandings given new texts or ideas (Applebee, 1993, 1996; Applebee, Burroughs, & Stevens, 2000; Athanases, 2003)."</i></p>
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>No</p>	<p>Within a sequence or collection, quality texts of grade-level complexity are not selected for multiple, careful readings throughout the unit of study. While the materials incorporate texts across multiple sessions, tasks address skills-related topics rather than encourage purposeful, repeated readings. For example, in Unit 3, Session 1, students listen to a reading of "Auscultation" and mark "lines or moments in the essay that seem difficult." In Session 2, students listen to a second reading of the text and follow the same annotation instructions, then work as a class to create a "master version" of those moments. In Sessions 3-4, students conduct a "search and study" to "make sense of certain difficult moments in the text" and work collaboratively to create a retelling of the text. Session tasks do not emphasize building knowledge through multiple, close readings of the texts.</p>	<p>Our <i>Dealing with Difficulty</i> unit, discussed in the scoring section, contains the described exercises as a method of helping students tackle the challenging comprehension work prior to doing deeper and more advanced readings of these texts. Over the course of their work with "Auscultation," students will likely have read the text around five times before writing an extended response about it. Over the course of these sessions, here are some of the different ways students are asked to read this text:</p> <p>Page 25: "Before reading "Auscultation" for the first time, jot this statement on the board: <i>Essays are texts that authors write in order to send messages. Imagine that in this essay, Church is sending a message.</i> Suggest to the class that this is the beginning point for the consideration of this text. It will serve as a frame that will help students think about the text. At the end of the study, students will return to consider this</p>

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				<p>idea formally in the culminating assignment.”</p> <p>Page 26: “During this reading, ask students to follow along in their reader <i>marking lines or moments in the text that seem difficult to them</i>. Consider reviewing some basic text marking symbols if you think this would be helpful. (For example, you might suggest that students use a question mark or a check mark to signal confusion or difficulty.) As always, and especially when jumping into a complex text, students should be careful to monitor their own understanding, specifically marking terms and moments that are unfamiliar, confusing, or unclear to them.”</p> <p>Pages 29-30: “Take a minute to review the “Difficulty In ‘Auscultation’: What and Why” chart created during the whole-group discussion in the previous session’s closing meeting. Take time to read “Auscultation” aloud to the class one more time. This is a difficult essay with an unfamiliar structure and the more familiar students are with the text, the more likely they are to have success with it. As you read aloud, students should follow along in their readers. Ask students <i>to mark two</i></p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p><i>kinds of moments during this reading:</i></p> <ol style="list-style-type: none"> 1. Moments that seem important; and 2. Any additional moments or lines they think are difficult. <p>[...]</p> <p>After completing the read aloud, place students in groups of twos or threes and then jot the following task on the board:</p> <p style="padding-left: 40px;">For each <i>chamber section</i> [this text is divided into sections called “chambers” by the author], do the following things: Create a new page in your notebook (or a section of a page) and give it a title—something like “Auscultation, Chamber #1.” Reread the chamber section with your partner(s). After rereading, discuss the passage and create two lists on your notebook page:</p> <ol style="list-style-type: none"> 1. A list of what you think is most important in the section. 2. A list of questions you and your partner(s) have about moments in the section that you do not understand or want to know more about.”

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				<p>Pages 38-39: “Next, pose the work of the second column as a question to the class: <i>What do you think Church is doing here? Explain the reasons why you think this.</i> Suggest that there are several approaches students can take to these types of questions, including</p> <ul style="list-style-type: none"> ● Rereading the moment and the surrounding context, which may give clues about the author’s intention. ● Coming up with a theory and “testing it out” by reading that section with the idea in mind to see if it fits. ● Sharing and building ideas with a partner or group and thinking together.” <p>Page 40: Facilitate a whole-group meeting in which the class collaborates to create a retelling of “Auscultation.” To do this, move through the essay chamber by chamber. If you use chart paper to capture the retelling, be sure to leave it posted in the room so students can review it during the sessions ahead.</p> <p>As students continue to develop a deeper and more thorough understanding of the text, they complete more challenging tasks with it, as with the task on page 44:</p>

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				<p><i>Linking the Chambers</i> Understanding Church’s essay requires a reader to work across the four chamber sections—to look for relationships, links, patterns, or connections that can help shed light on the meaning of the essay as a whole. In other words, understanding Church’s essay requires us to answer two questions:</p> <ul style="list-style-type: none"> • How are the sections connected? • How do the messages in the individual sections “speak” to each other to convey or send a message that runs across and through the four parts? <p>You will work in groups of twos or threes to answer the questions in this assignment. Be sure to tackle the assignment in order—first work on Part 1, then work on Part 2. As you work on both parts, create a set of notes on your discussions and work to provide evidence from the text so you can support your theories during the whole-class conversation that will take place during the closing meeting.</p> <p><i>Part 1</i></p> <p>There are at least two ways to approach answering the first question “How are the sections connected?”</p> <ol style="list-style-type: none"> 1. You and your partners could look across all four sections

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				<p>simultaneously, working together to identify links and relationships that appear across the sections, and then collecting that evidence together to develop an explanation about how the sections relate or connect .</p> <p>2. The second way to do this is more sequential: Begin by looking at and across sections one and two only. Focus your attention on those two sections and work together to see or create links or relationships between those two sections. Then, after you've done that work, look at the third section and see how it is connected to the first two. Finally, do that same work with section four. This approach limits the amount of text you are examining at any given time and, as such, provides a useful alternative to the first approach.</p> <p style="text-align: center;"><i>Part 2</i></p> <p>Once you and your partner have identified evidence and developed a theory for how the sections are connected, go back over your notes on each individual section by itself and identify the message contained in that particular section alone. Once you have done that for each section, work together to answer the question "How do the messages in the individual sections 'speak' to each other to convey or send a message</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>that runs across and through the four parts?”</p> <p>Finally, as students prepare for a whole-class discussion and then a more formal essay response to the same question in Session 7, on pages 47 and 48 the directions read as follows:</p> <p>Remind students that when they began this work it was framed by the idea that Church is <i>sending a message in “Auscultation.”</i> Tell students that in a moment you want them to work independently to compose a quick write in response to this question: <i>What message do you think Church is sending in “Auscultation”?</i></p> <p>Before students begin writing, instruct them to review all of their previous notes and charts. (You may review the class charts as part of this process.) These would include “Difficulty in ‘Auscultation’: What and Why?,” important moments, the search and study and “Making Sense of ‘Auscultation’” charts, the retelling, and the notes created during the “Linking the ‘Chambers’” work. These all contain important thinking about what Church might be saying in his essay.</p>

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				<p>Suggest to students that when they are trying to determine an overall idea of what an author is saying, it is important to think about the whole text—where it begins, how it ends, as well as important moments and ideas along the way— and to remember that the “message” is usually not simply a “retelling”; rather, it is the “big idea” that the author wants the reader to understand.</p> <p>As should be clear, the readings and rereadings of this text follow a pattern intended to challenge students first to read the text and notice any major ideas and difficult moments they encounter, then to do deliberate work to make sense of these by chunking the text and working through it in sections, then to connect the main ideas in order to build a concept of the whole text, and finally to form an interpretation of the underlying argument of the challenging text. Not every unit spends as much time on the comprehension work because not every text requires this level of processing, but the overall structure of proceeding from comprehension work to interpretation is common across our materials.</p> <p>While this particular unit (similar to its informational text partner) is indeed intended to help students practice and develop particular habits of comprehension, it is explicitly designed to do so through</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>purposeful, repeated readings of the texts. Students are not being tested on isolated skills, nor are teachers spending their class time in lecture-based strategy instruction—rather, students spend almost 100% of the time actually in the texts working to understand what the author is saying, and when they reach the final writing task they are assessed not on their demonstration of strategy use, but on their skillful argument for their interpretation of the text’s underlying messages. The focus is certainly on the text’s content and ideas, as we believe that the most knowledge-building work a student can do with a text is to work deeply at understanding it.</p> <p>Other important qualities of knowledge-building curriculum are incorporated throughout our materials, such as the following:</p> <ul style="list-style-type: none"> • Students are provided numerous encounters with rich and challenging texts. • Thoughtful, sustained discussions of these texts form the backbone of much of students’ work with them, engaging and supporting them through comprehension and interpretive work. • Culminating tasks often require students to incorporate information from multiple texts within the unit, synthesizing their understanding of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>the topic or theme and reflecting on their learning.</p> <p>Once again, we welcome the opportunity to discuss the topic in greater detail and with additional examples with any who are interested.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>2. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>Non-negotiable (only reviewed if Criterion 1 is met)</p> <p>3. COHERENCE OF TASKS:</p> <p>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>Required 3a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2.</p> <ul style="list-style-type: none"> • Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically related words, word families, etc.) rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening). 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
Section II. K-5 Non-negotiable Foundational Skills Indicators (Grades K-5 only)				
<p>Non-negotiable*</p> <p>4. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p>Required *Indicator for grades K-5 only 4a) Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standards (based on the Vertical Progression of Foundational Skills) while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>	<p>N/A</p>	<p>Not applicable to this grade level</p>	
	<p>Required *Indicator for grades K-1 only Indicator 4b) Materials provide grade-appropriate instruction and practice for the concepts of print (e.g., following words left to right, top to bottom, page by page; words are followed by spaces; and features of a sentence).</p>	<p>N/A</p>	<p>Not applicable to this grade level</p>	
	<p>Required *Indicator for grades K-1 only 4c) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and blending, segmenting, deleting, and substituting phonemes).</p>	<p>N/A</p>	<p>Not applicable to this grade level</p>	
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more</p>	<p>N/A</p>	<p>Not applicable to this grade level</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<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>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).</p>			
	<p>Required *Indicator for grades K-5 only Indicator 4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>	N/A	Not applicable to this grade level	
	<p>Required *Indicator for grades K-5 only 4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback.</p>	N/A	Not applicable to this grade level	
	<p>Required *Indicator for grades K-5 only 4g) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the</p>	N/A	Not applicable to this grade level	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	specific areas of appropriate rate, expressiveness, and accuracy.			
	<p>Required *Indicator for grades K-5 only</p> <p>4h) Materials provide instruction and practice in word study.</p> <ul style="list-style-type: none"> In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. (<i>Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.</i>) In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. 	N/A	Not applicable to this grade level	
	<p>Required *Indicator for grades K-2 only</p> <p>4i) 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.</p>	N/A	Not applicable to this grade level	
	<p>Required *Indicator for grades K-5 only</p> <p>4j) Foundational Skills materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skills supports.</p>	N/A	Not applicable to this grade level	
Section III. Additional Criteria of Superior Quality				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p> <ul style="list-style-type: none"> The majority of informational texts have an informational text structure. In grades 3-12, narrative structure (e.g. speeches, biographies, essays) of informational text are also included. 	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 5b) Materials include print and/or non-print texts in a variety of formats (e.g. a range of film, art, music, charts, etc.) and lengths (e.g. short stories, poetry, and novels).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>5c) Additional materials provide direction and practice for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and develop knowledge of classroom concepts or topics.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students</p>	<p>Required 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.⁵</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

⁵ 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	PUBLISHER RESPONSE
meet the language standards for the grade. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required *Indicator for grades 3-12 only 6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information , using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. <ul style="list-style-type: none"> • As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). • In grades 3-12, tasks may include blended modes (e.g., analytical writing). 	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. <ul style="list-style-type: none"> • For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the	Required 7a) Materials use varied modes of assessment , including a range of pre-, formative, summative and self-assessment measures.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p>assessed grade-specific standards with appropriately complex text(s).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>and tasks are developed so that students demonstrate the knowledge and skill built over the course of the unit.</p>			
	<p>Required 7c) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 8a) As needed, pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself (i.e. providing background knowledge, supporting vocabulary acquisition). Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 8b) Materials do not confuse or substitute mastery of skills or strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts do not serve as platforms to practice discrete strategies.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	
	<p>Required 8c) Materials include guidance and support that regularly directs teachers to return to focused parts of the text to guide students through rereading and discussion about the ideas, events, and information found there.</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the Non-Negotiable Criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	Required 8d) Materials provide additional supports for expressing understanding through formal discussion and writing development (i.e. sentence frames, paragraph frames, modeled writing, student exemplars).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 8e) Materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. The reading selections are centrally located within the materials and the center of focus.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	Required 8f) Support for English Learners and diverse learners is provided. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level. 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, etc.).	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	8g) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. Materials provide guidance about the amount of time a task might reasonably take.	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for each of the Additional Criteria of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but at least one “No” for the Additional Criteria of Superior Quality. <i>Tier 3 ratings</i> receive a “No” for at least one of the Non-negotiable Criteria.				
Compile the results for Sections I-III to make a final decision for the material under review.				
Section	Criteria	Yes/No	Final Justification/Comments	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I. K-12 Non-negotiable Criteria of Superior Quality⁶	1. Quality of Texts	No	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. However, materials do not 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 not selected for multiple, careful readings throughout the unit of study.	Please see the appropriate sections above for full commentary.
	2. Text-Dependent Questions	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	3. Coherence of Tasks	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁷	4. Foundational Skills	N/A	Not applicable to this grade level.	
	5. Range and Volume of Texts	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	

⁶ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

⁷*As applicable

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	PUBLISHER RESPONSE
III. Additional Criteria of Superior Quality ⁸	6. Writing to Sources, Speaking and Listening, and Language	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	7. Assessments	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the Non-Negotiable Criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier 3, Not representing quality				

⁸ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

Appendix II.

Public Comments

There were no public comments submitted.