



On June 21, 2022, Louisiana lawmakers signed [Act 517](#) into law to ensure that all textbooks and instructional materials used to teach students to read are high-quality, fully aligned to state content standards, and based on literacy strategies that are scientifically researched with proven results in teaching phonological awareness, letter formation, phonics, decoding, fluency, vocabulary, and comprehension. As part of the Louisiana Department of Education's support for a seamless transition to textbooks and instructional materials that are based on scientifically-researched literacy strategies, the LDOE identified the criterion and indicators used to review instructional materials that were impacted as a result of this legislation.

Title: **EL Education**

Grade: **3**

Publisher: **Open Up Resources**

Copyright: **2017**

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

This [English Language Arts](#) review has been examined for the following changes in alignment resulting from [Act 517](#):

- Instructional materials and embedded assessments do not require or encourage the three-cueing system model of reading (students gaining meaning from print through Semantic, Syntactic or Grapho-phonetic cues) in reading instruction;
- Instructional materials and embedded assessments do not require or encourage visual memory as the primary basis for word recognition; and/or
- Instructional materials and embedded assessments do not require or encourage MSV (Meaning, Structure and Visual) cues in reading instruction.

This review **remains a Tier 1 rating.** ▾ As a result of these changes, the following chart identifies the potential impact of Act 517 on specific elements of the current review. The LDOE recommends that district curriculum staff, principals, and teachers take these findings into consideration when selecting and using instructional materials.

Non-negotiable			
CRITERION 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.			
INDICATOR	What does the current review say?	Do the materials align with expectations of Act 517?	What is the impact on this review?
Required *Indicator for grades K-5 only		<input checked="" type="checkbox"/> Does not use three-cueing ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.



<p>4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>		<p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	
<p>Required *Indicator for grades K-5 only</p> <p>4e) Materials provide multiple opportunities and practice for students to master grade appropriate high-frequency words using multisensory techniques.</p>		<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>
<p>Required *Indicator for grades K-5 only</p> <p>4f) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and</p>		<p>✓ Does not use three-cueing ▾</p> <p>✓ Does not use visual memory ▾</p> <p>✓ Does not use MSV ▾</p>	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>



<p>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>			
<p>Required *Indicator for grades K-5 only</p> <p>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>		<ul style="list-style-type: none"> ✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾ 	<p>Materials meet the requirements of Act 517 and remain a Tier 1 rating.</p>

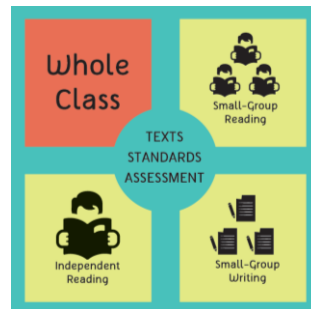


<p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>			
<p>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>		<p>N/A ▾</p> <p>N/A ▾</p> <p>N/A ▾</p>	<p>Not applicable to this grade level.</p>



Qualified for Abbreviated Review¹

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.² In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts³ independently. Thus, a strong ELA classroom is structured with the below components.



Title: EL Education

Grade: 3

Publisher: Open Up Resources

Copyright: 2017

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

[Tier 1](#), [Tier 2](#), [Tier 3](#) Elements of this review:

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

¹ Abbreviated Reviews are conducted in K-12 ELA and K-12 Math for submissions that **Meet Expectations** for Gateways 1 and Gateway 2 through EdReports. Reviewers considered these reports as they reviewed materials for alignment to Louisiana state standards and quality Non-negotiable indicators. See the full EdReports review at <https://edreports.org/reports/overview/el-education-k-5-language-arts-2017>.

² A volume of texts is a collection of texts written about similar topics, themes, or ideas.

³ 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**⁴ 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 II⁵ 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.

⁴ **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.

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>SECTION I. K-12 NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2 and 3. For grades K-5, materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II and all of the Non-negotiable Criteria 1-4 in order for the review to continue to Section III. For grades 6-12, materials must meet all of the Non-Negotiable Criteria 1-3 in order for the review to continue to Section III.</p>			
<p>Non-negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>1a) Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards.</p> <ul style="list-style-type: none"> • A text analysis that includes complexity information is provided. Measures for determining complexity include quantitative and qualitative analysis, as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures. • In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with 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 and according to quantitative and qualitative analysis. For example, students read <i>Rain School</i>, by James Rumford (420L). The text is considered moderately complex for its complex meaning due to the author’s use of multiple levels of meaning some of which must be inferred. The story’s perspective also adds to its complexity in that it comes from the point of view of an African child whose environment and experiences are different from the readers. Text structure adds to the text’s complexity due to events at the beginning and end of the story that are difficult to predict. Students read <i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>, by Margriet Ruurs (980L). Language features add to the text’s overall complexity level. The text is “syntactically complex, and includes long, complex sentences with subordinate phrases and clauses.” In addition, the text also includes complex academic vocabulary words and domain specific vocabulary, such as geographical terms, that may be unfamiliar to students. Students read <i>One Well: The Story of Water on Earth</i>, by</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Rochelle Strauss (960L). The text’s structure is considered very complex and multiple careful readings of the text are required to support the student’s comprehension because the first half of the text describes the water cycle and living things that depend on water. Then, the second half of the text shifts students’ focus to the problems people have in accessing safe drinking water that are happening globally and to the actions needed to solve this problem. Language features include some academic and domain specific vocabulary which add to the texts overall complexity level.</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 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. Most texts are crafted for authentic, non-instructional purposes and are published independent of the materials. In Module 1, students read <i>More Than Anything Else</i> by IRA Award winning author, Marie Bradby, about the life of young Booker T. Washington and his intense desire to learn to read. In, <i>Waiting for the Biblioburro</i>, by award-winning picture book author, Monica Brown, students view the mountains and valleys of Colombia through Brown’s illustrations as the BiblioBurro, a mobile library, travels from one rural community to the next, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students also read, <i>My Librarian is a Camel</i>, by Presidential Award for Reading & Technology winning author, Margriet Ruurs, about how going to the library varies in different countries around the world. In Module 3, Unit 1, students read the abridged retelling of J.M. Barrie’s, <i>Peter Pan</i> by “Classic Starts” series author, Tania Zamorsky “as an example of a literary classic” and to “learn things about different time periods in history through reading literary classics.” In Unit 2, students read <i>Peter Pan in Kensington Gardens</i> by J.M. Barrie to compare and contrast the two stories about the character. In Module 4, Unit 1, students read <i>One Well: The Story of Water on Earth</i> by multi-award winning author, Rochelle Strauss to better understand the ways water is used around the world and the things that can be done to protect it.</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 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 	<p>Yes</p>	<p>Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about themes with connected topics and ideas through tasks in reading, writing, listening, speaking, and language. Within each module, lessons and tasks continually build students’ knowledge about a theme or topic which culminates in a final application of their new knowledge. For example, Module 1 supports students’ understanding of “how geography and where one lives in the world affects how one accesses books” and supports student knowledge of identifying</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	with connected topics and ideas through tasks in reading, writing, listening, speaking, and language.		and overcoming challenges. Module texts include: <i>Waiting for the Biblioburro</i> , <i>My Librarian is a Camel</i> , <i>More Than Anything Else</i> , and <i>Thank You, Mr. Falker</i> . In Unit 1, Lesson 3, after reading <i>Waiting for the Biblioburro</i> , students complete the Reading for Gist and Recounting the Story: <i>Waiting for the Biblioburro</i> handout which requires students to identify the characters, setting, motivation, challenge, and solution in the text to better understand how children in rural areas gain access to books. Then, students identify, “What is one idea the author wants you to take away from this book?” and support their ideas with details from the text. In Unit 2, Lesson 2, students conduct a close reading of <i>My Librarian is a Camel</i> to answer the question, “What are the challenges people face when learning, and how are they overcome?” In Unit 3, as students read <i>More Than Anything Else</i> , they gain a better understanding of vocabulary used to describe other challenges people face, such as enslaved and abolished. In Lesson 10, students read <i>Thank You, Mr. Falker</i> , about the challenges of learning to read. By the end of the module, students make text-to-self connections to identify their own personal reading challenges and determine strategies they will use to overcome those challenges. In Module 2, Unit 1, students read the narrative text “Why the Frog Has a Long Tongue” for gist. In Lesson 2, students return to the text to analyze its plot structure. Students use the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>text “throughout the unit as students build their understanding of the elements of narrative texts.” In Unit 1, Lesson 10, the daily learning target requires students to write the ending of a pourquoi tale. Students work in pairs to analyze “Why Do Polliwogs Wiggle?” and then independently write their ending of the pourquoi tale that resolves a problem and concludes the story. In Unit 2, students read the informational text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> with a focus on frogs and their adaptations. Students compare this text to the narrative texts they read in Unit 1 and use the collective information to build an understanding of how “text features can help a reader to find information efficiently.” Throughout Unit 2, students compile facts about frogs in their Freaky Frog research notebooks in preparation for writing in Unit 3. In Unit 3, Lesson 1, students choose the “freaky frog they want to write about for their Freaky Frog book and trading card.” Students reread <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and an additional informational text about the specific frog they have selected to research. In Lesson 3, students begin writing their informational essay by planning an introduction about the “freaky frog” they selected. Over the course of the unit, students continue to read and research frogs while also working towards completing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>their “My Freaky Frog” informational essays. In Lesson 9, students read new excerpts of <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> to respond to the question “How does where a frog lives affect how it looks and/or acts?” In Lesson 10, students use information gleaned from unit texts and tasks to write their informative frog piece. In Lesson 11, students create their “Freaky Frog Trading Card” by drafting “bullet points of key information about their frog” and drawing the scientific diagram on their trading cards. In Module 4, students read both informational and literary texts which build their understanding about water around the world. In Module 4, Unit 1, Lessons 1-4, students build a KWEL chart to track what they learn about water on Earth from the text <i>One Well: The Story of Water on Earth</i>. In Unit 1, Lesson 8, students read “Access to Freshwater” and compare and contrast the two texts that they have read so far. In Unit 2, Lesson 3, students read “Real Lives: Angola, Africa” and learn about access to fresh water in Africa. At the end of the unit, students write an opinion essay about the importance of protecting water resources on Earth. In Module 4, Unit 3, students create a video presentation about one of the three topics about water on Earth that they have learned about. They use information from a variety of texts to develop and support their opinion about a specific critical area facing water conservation.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 1d) Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. These texts are revisited as needed to support knowledge building.</p>	<p>Yes</p>	<p>Within a sequence or collection, quality texts of grade level complexity are selected for multiple, careful readings throughout the unit of study. Students read texts or portions of texts multiple times and for different purposes. These multiple readings help them build their knowledge of the theme and to build their literary analysis skills. For example, in Module 2, Unit 2, Lessons 1-4 and 8-9, students read <i>Everything You Need to Know About Frogs and Other Slippery Creatures</i>. In Lesson 1, students analyze the illustrations and make inferences about what they think the text may be about. Then, students compare and contrast the text with narrative texts read in Unit 1 to “build an understanding of how text features can help a reader to find information efficiently.” They are directed to look at the table of contents and various pages to identify specific informational text features. In Lesson 3, students return to the text to determine why polliwogs wiggle. Students use explicit information from the text to complete the Polliwogs Research note-catcher in preparation for expressing their understanding of the question. In Lesson 4, students use the same text to answer a new research question, “Why is the glass frog so hard to see?” In Lessons 8 and 9, students return to the texts <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> that were read closely in the first half of the unit to analyze the connections between sentences and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>paragraphs. Then, they use both texts to respond to the following research question: “How does where a frog lives affect how it looks and/or acts?” In Module 4, students engage with the text <i>One Well: The Story of Water of Earth</i>. The text is divided into Lessons 1-11, as students read to determine the main ideas and respond to text-dependent questions for each section of the text. In Lesson 8, students read “Access to Freshwater” to compare and contrast the main ideas and supporting details of the text with those on pages 20-21 of <i>One Well: The Story of Water of Earth</i>. In Lesson 10, students continue to read informational texts as they engage in a reading of “Population Growth” to compare the text’s “similar content” with “Access to Freshwater.” In Lesson 12, students complete the End of Unit Assessment by comparing and contrasting the informational texts read over the course of the module with a new informational text about water pollution.</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 2. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</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>Yes</p>	<p>A majority of questions in the materials are text-dependent and text-specific with student ideas expressed through both written and spoken responses. Units include text-dependent questions within each lesson and unit level questions demanding references to the text. For example, in Module 1, Lesson 3, students read <i>Waiting for the Biblioburro</i> for gist. While reading, students complete the Reading for Gist Guide by responding to the following</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>questions: “Who is the character?” “Where is the setting?” “Where does Ana live?” “What does Ana want?” “How is Ana’s problem solved?” and “How does Ana feel after the visit from the biblioburrow?” Students then explain how they know how Ana feels after the visit. In Lesson 9, students conduct a close reading of <i>Nasreen’s Secret School</i> using the Close Read Note-catcher. Questions refer students back to the text to support their understanding and responses. For example, students respond to the following questions: “What is the climate like in Kenya?” “How are details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message?” “Why does grandmother want Nasreen to attend the secret school?” and “Why are they lucky no soldiers saw them? Underline all of the answers that are correct.” In the Module 1, End of Unit 1 Assessment, students read the literary text <i>Elephant Library</i> to answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to “use evidence, determine the lesson or message, and describe the impact of the character’s actions on the sequence of events through the lens of the challenge and how it is overcome.” Questions include: “What was a lesson or message in this story, and how is it conveyed through details in the text?” and “What was the challenge in this story, and how did the main character overcome it?”</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Use details from the text to support your answer.” In Module 2, Unit 2, students conduct a close reading of the text “Amphibians” to determine “Where do most amphibians live?” “What is unique about how amphibians breathe?” “What is one difference between reptiles and amphibians?” and “What is unique about how tadpoles breathe?” In Lesson 3, students read <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> to determine why polliwogs wiggle. Students respond to questions “According to pages 6-7, who do polliwogs, or tadpoles, wiggle?” and “What information does the picture of the tadpoles on page 7 give that helps to explain why polliwogs wiggle?” In Lesson 6, students read “The Glass Frog.” After reading, students complete the Exit Ticket: Narrative Endings by responding to the question “Why are poison dart frogs so colorful?” In Module 3, students read the literary classic <i>Peter Pan</i>. After reading Chapter 2, students complete the Peter Pan: Text-Dependent Questions chart by responding to questions “What happened in the previous chapter?” and “How does this chapter build on what has happened so far?” Students complete the Close Reading Note-Catcher Peter Pan - Chapter 5 while reading the chapter. As they read, students consider the points of view as either Wendy, John, or Peter and respond to the question “What is your character thinking/feeling about the situation? Give at least one piece</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of evidence from the text.” Students also determine character traits for each character. As each chapter is read, students respond to text-dependent and text-specific questions. Such as, “What is Tinker Bell thinking/feeling about the situation that motivates her to take action?” “What does Tinker Bell do?” and “What were you thinking/feeling about the situation as you were reading? How is it the same or different from Tinker Bell’s?”</p>
	<p>Required 2b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. (Note: not every standard must be addressed with every text.)</p>	<p>Yes</p>	<p>Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. In Module 1, Unit 1, Lesson 9, while reading <i>Nasreen’s Secret School</i>, students provide details from the text that convey the message or lesson of the story and explain what happens in the texts (RL.3.1, RL.3.2, RL.3.3). Students read pages 8 and 9 to respond to the question, “What does she mean by ‘the full moon passed our window many times’?” (RL.3.4). As students continue to read, they explain, “Why does her grandmother want Nasreen to attend the secret school?” and “Why are they lucky no soldiers saw them?” (RL.3.1). In Module 2, Unit 2, Lesson 1, students complete the Freaky Frog Research Notebook - Page 8 handout by responding to the Research Question, “Why is the glass frog so hard to see?” (RI.3.3, W.3.7, W.3.8). In Lesson 9, students determine how a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>chapter builds on a previous chapter (RL3.5) and to identify the connections between sections of the text (RL.3.5). In the Informative Writing Checklist, students use the checklist as a reminder for the elements needed when writing. Checklist items for writing an effective informative piece include the following: “The focus of my piece shows that I understand the topic or text.” (RI.3.1); “Evidence from the text helps the reader to clearly understand my focus.” (RI.3.1); “I have an introduction that gives the reader important information needed to understand the piece.” (W.3.2a); and “I have a conclusion that restates the focus of the piece.” (W.3.2d). In Module 4, Unit 1, Lesson 3, students complete the Text-Dependent Questions: Pages 4-5 of <i>One Well</i> handout. Students use the text to respond to the following questions: “The first sentence says, ‘Imagine for a moment that all the water on Earth came from just one well.’ What does one well mean here? Why do you think that?” (RI.3.1) and “What explicit information from the text supports your thinking about the main idea?” (RI.3.2). In Unit 4, Lesson 2, students answer “What is William Kamkwamba and Bryan Mealer’s point of view about accessing water?” and identify their own point of view (RI.3.6).</p>
<p>Non-negotiable (only reviewed if Criterion 1 is met) 3. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build</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</p>	<p>Yes</p>	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections among the texts in the collection, and expressing their understanding of the topics,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>collection, and expressing their understanding of the topics, themes, and ideas presented in the texts.</p>		<p>themes, and ideas presented in the texts. Each module includes guiding questions. Texts and tasks build student understanding and ability to answer the guiding questions by the end of the module. In Module 1, Unit 2, students read a passage from <i>My Librarian Is a Camel</i> about Mongolia. They answer choice response and short constructed response questions about unfamiliar vocabulary, the main idea, and supporting details to demonstrate a deep understanding of the text. In the End of Unit Assessment, students return to the passage about Mongolia from <i>My Librarian Is a Camel</i> and write an informative paragraph describing the challenge of accessing books and how it is overcome. Module 2 includes several overarching questions that include the following: “How does the author engage the reader in a narrative?” “How do experts build knowledge and share expertise about a topic?” and “How do frogs survive?” In Module 2, Unit 1, Lesson 1, students read “The Polliwogs” from <i>Lizards, Frogs, and Polliwogs</i>. After reading, students explain “How do polliwogs move?” and “What are polliwogs?” In Lesson 3, students begin crafting a narrative story about polliwogs. In Module 2, Unit 2, Lesson 1, students read “Amphibians” and answer questions such as “How is water necessary for amphibians to survive?” In Module 2, Unit 3, Lesson 3, students reread sections of “Everything You Need to Know about Frogs and Other Slippery Creatures” and gather information</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on a graphic organizer to later write an informational text about frogs. In Unit 3, students read informational texts and use knowledge gained earlier in the module to support their understanding. Students research, plan, and draft an informational piece about a “freaky frog” of their choice. Module 4 also includes several guiding questions including “Why are the world’s freshwater sources threatened?” and “How do people persuade others to take action to contribute to a better world?” which helps build student understanding about water on Earth. Students respond to text-based questions, compare and contrast two points of view, and develop their own opinion to round out the unit. For example, in Unit 1, Lesson 3, while reading <i>One Well</i>, students respond to questions such as: “The first sentence says, ‘Imagine for a moment that all the water on Earth came from just one well.’ What does one well mean here?” “How does the illustration support your answer to 1a?” and “What are some of the sources of water in the ‘global well’?” Students continue to express their understanding in Lesson 7 by responding to questions: “What is the issue people are facing with water?” “How does the problem affect people?” “What are some ways to solve it?” and “Why is it important to solve the problem?” In Unit 2, students write an opinion essay “urging people to get involved in water conservation.” The task requires students to explain why people should</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required 3b) Questions and tasks are designed so that students build, apply, and integrate knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts.</p>	<p>Yes</p>	<p>conserve water and how pollution affects water.</p> <p>Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. Throughout the units, students engage in conversations both in small groups and as a class to discuss complex texts. In addition, students respond to short-answer and short constructed responses questions. In Module 1, Unit 1, Lesson 10, students write a short constructed response to describe the central message of <i>Nasreen’s Secret School</i> and how the central message is conveyed through details in the text. By the lesson’s close, students work in small groups to peer critique constructed responses. Later, in Unit 2, Lesson 2, students read the informational text, <i>My Librarian is a Camel</i>, aloud in small groups and complete a note-catcher. Students are expected to speak about the text as well as listen and ask questions of their peers in order to successfully complete the task. Students discuss the Research Question, “What are the challenges people face when learning, and how are they overcome?” Students complete the organizer by identifying geographical features, the challenges represented in the text, how the people in the text overcome those challenges, and the importance of the library. In Lesson 3, students write a paragraph responding to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>the question, “What are some challenges people in Kenya face when learning, and how are they overcome?” In Lesson 4, students complete a graphic organizer as they continue to read <i>My Librarian is a Camel</i> which focuses on Finland, Thailand, and Zimbabwe. Then, in Lesson 5, students explain the challenges people face when learning in the regions from Lesson 4. In Unit 3, students continue to acquire knowledge about the challenges people face as they read <i>More Than Anything Else</i>. In Lesson 7, students complete The Painted Essay lesson by sorting and color-coding the parts of their proof paragraph about personal challenges. In Lesson 8, students work in pairs to write an informative paragraph about the “most significant challenge” they face when reading. A writing template is provided which prompts students to refer back to their painted essays to “remember where proof paragraph 2 fits in the structure of an essay.” In Module 3, Unit 1, Lesson 3, students listen as the teacher reads Chapter 2 of <i>Peter Pan</i>. Students work in groups of three to recount the chapter aloud in a Think-Triad-Share. Students share their responses to the question, “What do you know from reading the chapter, what do you think will happen next and why, and what fantasy elements do you notice?” Then, students respond to text-dependent questions from the Text-Dependent Questions and Recounting the Story: Peter Pan, Chapter 2 chart. Students write a brief</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>summary of the chapter and then explain “What happened in the previous chapter?” and “How does this chapter build on what has happened so far?” Additional questions deepen students' understanding of vocabulary by using word parts to help define words as well as using context to further their comprehension. In Lesson 6, students read Chapter 5, while focusing on point of view. Students close read to determine their response to the question, “What does your character think about the trip to Neverland at this point in the story?” In Unit 2, students complete their reading of <i>Peter Pan</i> as they begin reading chapters from <i>Peter Pan in Kensington Gardens</i>. Students use the text to compare and contrast the stories with <i>Peter Pan</i> and also “analyze it for the central message.” In this unit, students focus on writing a book review of <i>Peter Pan</i> “in which they state an opinion with reasons about whether they would recommend <i>Peter Pan</i> to a friend.” At the close of the unit, students “participate in a text-based discussion in which they share their opinion of <i>Peter Pan</i> and listen to the opinions of others.” Finally, in Unit 3 of the module, students revise a scene from <i>Peter Pan</i> and engage in a presentation about why they revised their chosen scene.</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>	<p>Yes</p>	<p>Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts. Each lesson begins with lesson specific vocabulary, text specific vocabulary, and vocabulary used in writing. For example, in Module 2, Unit 1, Lesson 2, students examine the words explicitly, narrative, structure, polliwogs, and wiggle. These words appear throughout the unit through readings and tasks. The research reading that students complete also helps build their vocabulary pertaining to frogs and frog adaptations. By participating in this volume of reading over a span of time, students develop a wide base of knowledge about the topic. Additional Language and Literacy (ALL) Block activities include sections dedicated to Word Study and Vocabulary. For example, in Module 2, Unit 1, Week 2, Day 1, students analyze the meaning of academic vocabulary by identifying words with suffix <i>-ies</i> or <i>-ied</i>. Students use the Vocabulary Grid as they focus on the word flies. The grid requires students to determine the: pronunciation, translation, cognates, root, definition of root, suffix, definition of suffix, and student-friendly definition. On Day 2, students “break down the word <transformed> into the root and any affixes.” Then, students complete the Vocabulary Square for the word <i>transform</i> by identifying its definition,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			other words with the same affix, other words with the same root, and then drawing an illustration that represents the meaning.
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>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades K-5 only</p> <p>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>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Students practice foundational skills through practice focused in vocabulary and word parts, reading, and fluency. Students also participate in small groups during a designated time of the reading block. They complete additional work with complex text, practice reading and speaking fluency, and independent reading practice. For example, in Module 1, Unit 2, Week 1, Day 3, students practice reading fluently and review self-correcting strategies during small group time. The expectations for students to master increases throughout the unit. By Module 4, Unit 1, Week 1, Day 2, students use their fluent reading skills to research a topic independently. Additionally, the materials provide suggested differentiation depending on the needs of the students. These include allowing students to practice reading shorter excerpts of a text to practice fluency and to provide interventions based on the identified needs of the students. Fluency is also assessed in the Module 3, Unit 3, End of Unit Assessment, Part I, which requires</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to read aloud a new excerpt from <i>Peter Pan in Kensington Gardens</i> as the teacher assesses both fluency and accuracy. Word analysis in morphology is observed in, Module 4, Unit 2, Lesson 11, Morphology: Prefixes and Root Words, as students are directed “to notice a common root word or affix in the word irregular to determine its meaning. Additionally, the materials include teacher guidance for students who are significantly behind in reading foundations. Teacher guidance explains that struggling students should receive “targeted intervention and support, based on resources provided in EL Education’s K-2 Reading Foundations Skills Block.”
	<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>	N/A	Not applicable for this grade level.
	<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>	N/A	Not applicable for this grade level.
	<p>Required *Indicator for grades K-5 only 4d) Materials provide systematic and explicit phonics instruction. Instruction progresses from simple to more complex sound–spelling patterns and word analysis skills that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns (e.g. sounds, words, sentences, reading within text).</p>	Yes	Materials provide systematic and explicit phonics instruction. The materials include lessons and activities focused on word-study and vocabulary to determine the meaning of words rather than their spelling patterns. Additional Language and Literacy (ALL) Block materials focus on content-based literacy instruction that “complements the module

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>lesson.” As texts and tasks increase in complexity, the ALL Block follows the same sequence of growth supporting students in becoming proficient in foundational skills. For example, phonics is addressed through Word Study and Vocabulary instruction of the ALL Block which states, “Students at these grades still need phonics instruction about how words are built, including syllabication patterns and more complex spelling patterns, but they also need an increased focus on the morphology of words (i.e., affixes and roots) as it relates to word meaning.” The ALL Block allows students the opportunity to practice word study through vocabulary games, vocabulary squares, and Frayer Models. For example, in the Module 1, Unit 1, Week 2, ALL Block, students review the difference between academic and “topical” vocabulary words by identifying and sorting the words to demonstrate their understanding. In the Module 2, Unit 2, ALL Block, students read complex text to gain both deeper content knowledge of the topic and deeper familiarity with the structures, syntax, and vocabulary of complex text. Students practice forming and using regular and irregular verbs and the simple verb tenses. In Module 3, Unit 3, Week 2, students use a Vocabulary Tree to analyze the meaning of words with the prefix <i>dis-</i>. Students use the sentence “‘Why doesn’t Solomon wear a nightgown?’ he thought and then, disappointedly, ‘and why don’t I have</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			feathers?” from <i>Peter Pan in Kensington Gardens</i> to “break down the word into the root and any affixes.” Students then work with a partner to discuss how the roots and affixes help them understand the meaning of the word. The ALL Block guided lessons provide word study practice for students to analyze words. For example, in Module 4, Unit 1, Lesson 10, students practice adding the suffixes -less and -ful to words.
	<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>	Yes	<p>Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. For example, in Module 1, Unit 3, Lesson 10, students complete the End of Unit 3 Assessment, Part I: Audiobook, by recording themselves reading from a given text. Students are prompted to “apply grade-level phonics and word analysis skills in decoding words” to ensure they read with accuracy. Words with irregular spellings are also addressed during ALL Block, Word Study, lessons which focus on “how words are built, including syllabication patterns and more complex spelling patterns, but they also need an increased focus on the morphology of words.” For example, in the Module 2, Unit 1, ALL Block: Word Study and Vocabulary, Mini Language Dive, students “use chart paper to break down the word into the root and the affixes using the Affix List, distributed in Module 1.” In the lesson, students develop an understanding that when a regular verb ends in a consonant</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>plus -y, they are to change the y to <i>i</i> and add -ed. Students continue to strengthen their understanding of irregular verbs and their spellings in Module 3, Unit 2. Students read a sentence from <i>Peter Pan in Kensington Gardens</i> to identify and determine the correct past-tense form of irregular verbs, wasn't or weren't.</p>
	<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>	<p>Yes</p>	<p>Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words. Materials guide students to read grade-level texts with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading. During Additional Work with Complex Texts, students spend additional time digging into the complex texts being read during module instruction. All modules include Language Dives. All students participate as a whole group in a Language Dive at least twice a week. Language Dives allow students the opportunity to “deconstruct, reconstruct, and practice the language of academic sentences every day; they begin to develop a vibrant interest in how language works.”</p>
	<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-</p>	<p>Yes</p>	<p>Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring opportunities allows students to receive regular feedback on</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>appropriate prose, poetry, and/or informational texts with accuracy, rate appropriate to the text, and expression.</p> <p>Materials provide opportunities for students to self-monitor to confirm or self-correct word errors directing students to reread purposefully to acquire accurate meaning.</p> <p>This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		<p>their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. The ALL Block provides five small group rotations in additional practice in the form of three twenty-minute blocks. The small group rotations include: Reading and Speaking Fluency/Grammar, Usage, and Mechanics (GUM), Additional Work with Complex Texts, Independent Reading, Writing Practice, and Word Study and Vocabulary. All rotations are covered in a two-week period. The Accountable Independent Reading rotation happens each week. During this time, students read more texts related to the module topic or engage in free choice. Fluency monitoring and practice are regular and plentiful throughout the module and ALL Block lessons.</p>
	<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. 	<p>Yes</p>	<p>Materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Materials are focused in word study as students examine words both in and out of context. For example, in Module 1, Unit 1, Lesson 5, teachers remind students that while they read they can “use affixes and roots to determine the meaning of unfamiliar words.” The teacher then models using the word <i>uncomfortable</i> by writing the word on the board and asking, “What is the root of uncomfortable?” and records the root in the table. The teacher then focuses</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>on the prefix <i>un-</i> and suffix <i>-able</i>. Then, students “select a strategy to identify the meaning of the word.” This process is repeated with words in students’ vocabulary logs. In the Module 2, Unit 1, ALL Block, students read and interact with Teacher-Guided Student Activity Cards by reading sentences to their small group. After each student reads, the teacher asks, “What is the gist of this sentence?” If students struggle, teacher guidance explains, “Invite students to place a finger on the word. Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.” In Module 3, Unit 1, ALL Block, students gain a better understanding of affixes. In the Week 2 lesson, students work with the suffix <i>-ion</i> and the prefix <i>re-</i>. Students add the affixes to root words and determine how the addition of the affixes “changes the meaning of the word.” Students then complete a Vocabulary Tree for the words explanation and revised.</p>
	<p>Required *Indicator for grades K-2 only 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>	<p>N/A</p>	<p>Not applicable for this grade level.</p>
	<p>Required *Indicator for grades K-5 only 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>	<p>Yes</p>	<p>Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill support. Throughout each module, the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>materials offer Language Dives as an additional level of support. For example, in Module 1, Unit 1, Language Dive Guide I: <i>Nasreen’s Secret School</i>, students work in small groups to complete a note-catcher and then work with sentence strip chunks to strengthen their understanding of the text. This mini-lesson prepares students for Lesson 9, Close Read: <i>Nasreen’s Secret School</i>. The ALL Block lessons include differentiated task cards for students to help further support student understanding of module lessons and provide opportunities to further practice literacy skills. In addition to the differentiated task cards, the materials also offer additional Mini Language Dives to enhance either fluency or language and vocabulary acquisition for EL students. Materials also include Small Group Instruction lessons. In Module 1, Unit 1, Day 1: Small Group Instruction, the teacher distributes <i>Bullfrog at Magnolia Circle</i>, and students read the text silently to themselves. The teacher then reads the text and checks for comprehension by asking questions such as, “Where do the frog and crayfish live?” and “What is a bayou? Where can we find them?” The teacher then distributes the Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher Guided Student Activity Card and the Fluency Self-Assessment Checklist. Each student reads the passage on the activity card and the teacher confirms or corrects as needed.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section III. Additional Criteria of Superior Quality			
<p>5. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input 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. 		See EdReports for more information.
	<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>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>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.⁶</p>		

⁶ 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>meet the language standards for the grade.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required *Indicator for grades 3-12 only</p> <p>6b) The majority of oral and written tasks require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>		
	<p>Required</p> <p>6c) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level.</p> <ul style="list-style-type: none"> As students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks may include blended modes (e.g., analytical writing). 		
	<p>Required</p> <p>6d) Materials address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts.</p> <ul style="list-style-type: none"> For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction as a way to develop more complex sentence structure and usage. 		
<p>7. ASSESSMENTS:</p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the</p>	<p>Required</p> <p>7a) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		
	<p>Required</p> <p>7b) Materials assess student understanding of the topics, themes, and/or ideas presented in the unit texts. Questions</p>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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>Required 7d) Measurement of progress via assessments include gradual release of supporting scaffolds for students to measure their independent abilities.</p>		
	<p>7e) Materials assess student proficiency using methods that are unbiased and accessible to all students.</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>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>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>		

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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).		
	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.		
	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.).		
	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.		
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
I. K-12 Non-negotiable Criteria of Superior Quality⁷	1. Quality of Texts	Yes	<p>Materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. At least 90% of texts are of publishable quality and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines. Materials 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/are not) selected for multiple, careful readings throughout the unit of study.</p>
	2. Text-Dependent Questions	Yes	<p>A majority of questions in the materials are text dependent and text specific with student ideas expressed through both written and spoken responses. Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time.</p>
	3. Coherence of Tasks	Yes	<p>Coherence sequences of questions and tasks focus students on understanding the text and its illustrations, making connections</p>

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>among the texts in the collection, and expressing their understanding of the topics, themes, and ideas presented in the texts. Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts and in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2. Questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words rather than isolated vocabulary practice, and engaging students with multiple repetitions of words in varied contexts.</p>
<p>II. K-5 Non-negotiable Foundational Skills Criteria (grades K-5 only)⁸</p>	<p>4. Foundational Skills</p>	<p>Yes</p>	<p>Materials provide and follow a logical sequence of appropriate foundational skills instruction indicated by the standard while providing abundant opportunities for every student to become proficient in each of the foundational skills. Materials provide systematic and explicit phonics instruction. Materials provide opportunities and practice for students to master grade appropriate high-frequency irregular words using multisensory techniques. Resources and/or text provide ample practice of foundational reading skills using texts and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding</p>

⁸ Must score a “Yes” for all Non-negotiable Criteria to receive a Tier 1 or Tier 2 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>words. Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading. Monitoring is/is not included allows students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy. Materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns. Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring includes attention to invented spelling as appropriate for its diagnostic value. Foundational Skill materials are abundant and easily implemented so that teachers can spend time, attention and practice with students who need foundational skill supports.</p>
III. Additional Criteria of Superior Quality⁹	5. Range and Volume of Texts		See EdReports for more information.
	6. Writing to Sources, Speaking and Listening, and Language		See EdReports for more information.
	7. Assessments		See EdReports for more information.
	8. Scaffolding and Support		See EdReports for more information.

⁹ Must score a “Yes” for all Additional Criteria of Superior Quality to receive a Tier 1 rating.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier 1, Exemplifies quality</u>			

*As applicable

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

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

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

The [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 K-5.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.