


Instructional Materials Evaluation Tool for Alignment in
LA Grades K – 12 (IMET)



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 texts independently. Thus, a strong ELA classroom is structured with the below components.

Titles: __

Grade:

Publisher: __ Copyright:

Overall Rating: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]** [Tier I](#), [Tier II](#), [Tier](#)

III Elements of this review:

STRONG	WEAK

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non- negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

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

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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 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</p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis,³ as well as reader and task considerations. Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Y	<p>StudySync texts were selected using qualitative and quantitative measures per the requirements outlined in the state standards. For example, Lexile® bands serve as the principal measure, and multiple readability scales and teacher input were used to verify grade-level appropriateness moving through the year for increasing access to more complex texts.</p> <p>The 3-part model for measuring text complexity was used in selecting and placing all texts in the program: Quantitative Measures, Qualitative Measures, and Reader and Task Considerations. A balance of literary and informational texts was taken into consideration as well as texts where students could practice and apply building oral vocabulary, foundational skills, vocabulary, comprehension skills and strategies, and accessing complex text strategies. Qualitative and teacher observational data was considered when selecting texts specifically poetry and drama selections.</p>

			<p>Each student subscription provides access to ALL library texts and excerpts as well as ALL other content for grades 6-12, ensuring opportunities for differentiation.</p>
	<p>REQUIRED 1b) At least 90% of texts are authentic 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>Y</p>	<p>Offering extensive opportunities for ALL students to encounter quality texts throughout the year was a critical goal for StudySync. All grade levels include a balance of informational and literary texts that encompass a wide variety of text types and lengths, designed to encourage close reading and synthesis. Each student subscription provides access to ALL library texts and excerpts as well as ALL other content for grades 6-12, ensuring opportunities for differentiation. Core/Library offerings for instruction in Fiction and Non Fiction include African American literature, Chicano literature, Coming of Age literature, Dystopian literature, Environmental literature, Immigration focused literature, Native American culture literature, Science/Technology literature, Women’s Literature, and Young Adult Literature. Titles include folktales, myths, novels, novellas, short stories, film, stage, poetry (epic, free verse, lyric, narrative, and sonnet), include autobiographies, biographies, correspondences, diaries, essays, historical documents including art, music, maps, journals, narratives, persuasive writings, and speeches.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>Yes No</p>	<p>REQUIRED</p> <p>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> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>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 text. 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>Y</p>	<p>Each Thematic Unit blends instructional time between fiction and nonfiction, but with an emphasis toward substantially more literary nonfiction beginning in Grade 6. The unit's focus is centered around a Big Idea and Guiding Question where a carefully constructed Instructional Path of selected texts clearly show the focus texts and/or excerpts for the unit's 45 days of instruction. Texts are selected to meet the grade level expectations in reading, writing, listening, speaking and language. Each unit contains an anchor text (and an alternate anchor for maximized teacher choice) and selected text sections with detailed discussion and writing prompts to facilitate close reading and integrating the reading of informational texts along with the reading of fiction, drama, and poetry. Additionally, each Thematic Unit also includes an optional Full-text Study, allowing for deeper understanding and access to grade-level texts.</p>

			<p>For example, <i>To Kill a Mockingbird</i> acts as an anchor text in a 9th grade unit. However, it can be used as a fortified or separate novel study through its accompanying Full Text Study.</p> <p>StudySync's core program provides students with repeated exposure to new vocabulary using a combination of direct and explicit instruction, clear and consistent strategies for acquiring new vocabulary, and opportunities to both practice and apply key vocabulary while reading, writing, speaking and listening.</p> <p>StudySync exposes students to vocabulary in the texts they read, as well as academic vocabulary and discipline-specific words from various content areas.</p>
	<p>1d) Texts increase in complexity as materials progress across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Y	<p>Throughout StudySync's core instruction, there is a specific emphasis on Close Reading, with skills-specific activities woven throughout the instructional units to build the skills necessary to draw valid inferences based on textual evidence and not on prior knowledge or guesswork. StudySync includes explicit instruction of close reading as modeled by author Dr. Doug Fisher. Reading and rereading with specific purpose, the close reading protocol includes note taking, accessing complex text, and added tools for ELL support. The instructional prompts which guide close reading are text-related and serve to help the students gain information and understandings from the selection. These prompts provide scaffolded instruction for text features that relate to text complexity with the goal of having all students read closely while accessing and comprehending</p>

			<p>complex texts. All close reading tasks are presented so that students need to reread and cite text evidence in their responses. Synthesis of texts is accomplished with oral discussion and written response. These questions are directly related to the text at hand and require students to support responses with text evidence.</p>
<p>2. 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>REQUIRED 2a) In grades K-12, ELA 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>	<p>Y</p>	<p>The developers of StudySync are committed to the coequality of complex literary and informational text. Each unit, centered around a Big Idea and Guiding Question, includes a carefully constructed Instructional Path that clearly shows the focus texts and/or excerpts for the unit’s 45 days of instruction through a diet of both fiction and nonfiction.</p>
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and</p>	<p>Y</p>	<p>In StudySync for grades 9-12, a wide variety of fiction and nonfiction texts and excerpts are provided in the ever-growing library. While texts continue to be added to the StudySync library on a continuous basis, as of this day there are 568 nonfiction texts and/or excerpts, 527 fiction texts and/or excerpts, as well as 93 dramas and 167 poems in the digital library. Nonfiction/Informational texts include autobiographies, biographies, correspondences, diaries, essays, historical documents including art, music, maps, journals, narratives, persuasive writings, and speeches. Print student companions and print novels are included in the program.</p>

CRITERIA		INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Yes	No	lengths (e.g. short stories and novels).		
		2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Y	Each Thematic Unit blends instructional time between fiction and nonfiction, but with an emphasis toward substantially more literary nonfiction beginning in Grade 6. While the informational texts for each grade include many biographies, journals, and other narrative nonfiction, expository and descriptive nonfiction texts are offered as well: speeches, essays, and reports. 100% of history/social studies/technical selections for informational text enable students to develop rich content knowledge. Extensive coverage of grade-level appropriate science and social studies topics are covered, including key text features associated with reading in that domain. Teachers and students can search on discipline-specific texts for specific skill-building activities. In addition, discipline-specific texts are woven throughout the Core Instructional Path to ensure appropriate skills-building and to ensure a rich variety of reading and writing assignments.
		2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Y	StudySync also includes a customizable instructional path with integrated reading and writing instruction at each grade level, as well as hundreds of lessons addressing essential skills, and more than 30 Full

			Text Units that encourage the analysis of a variety of full length works and offer multiple opportunities to compare texts across genres.
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable*</p> <p>3. 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 style="text-align: center;">Yes No</p> <p>*As applicable (e.g., when the</p>	<p>REQUIRED *Indicator for grades K-2 only</p> <p>3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p>		NA
	<p>REQUIRED</p> <p>3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>		NA
	<p>REQUIRED</p> <p>3c) 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, including high-frequency words, by using sound- symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p>		NA

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>scope of the materials is comprehensive and considered a full program)</p>	<p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>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>		NA
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>		NA
	<p>REQUIRED</p> <p>3e) 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 informational texts with accuracy, rate appropriate to the text, and expression. 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>		NA
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>		NA

	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>		NA
--	--	--	----

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>		<p>All student materials include extensive print and digital teacher support. For instance, in addition to the Core ELA program, StudySync offers 900 “Blasts” available through StudySync. Assigning Blasts for the teacher is a quick and easy process. The short answer read/write assignments provide additional informational texts to teachers on a weekly basis and is just one click away. Blast texts are available at three different Lexile® levels, allowing all students to engage with the same subject matter and writing practice allowing teachers to quickly differentiate with two clicks.</p>
<p>Section III. Questions and Tasks</p>			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p>	<p>REQUIRED 4a) 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/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>		<p>StudySync provides teachers with ample opportunities and tools to assess student performance in reading, writing, speaking and listening, and language development. StudySync assessment options span the breadth of short-cycle formative to longer-cycle summative assessments. Short-cycle formative assessments, vary in type and duration, help teachers adjust instructional strategies and measure individual student progress at strategic points throughout regular intervals. Both short and long cycle formative and summative assessment approaches build upon sequencing questions and focused tasks that</p>

<p style="text-align: center;">Yes No</p>			<p>build upon each other for more increased rigor over the course of the unit.</p>
	<p>REQUIRED 4b) 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. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>		<p>Each unit requires students to regularly complete goal-directed, shorter tasks such as text-dependent Think Questions and Skills Focus Questions; Your Turn Skill lesson responses; grammar and vocabulary handouts or digital lessons; short Build background and longer research projects; Blasts; Close Read Writing responses; and each process step of the Unit’s Extended Writing Project.</p>
	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (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>		<p>Lesson plans provide teachers questions to elicit student responses and help teachers adjust instruction to meet individual student needs. Lesson plan instructions can be found in the direct skills instruction, whole and small group discussions, individual and class reading, writing, preparation of presentations, and video viewing sections. -Peer Review: Rubrics and teacher instructions guide peer reviewers, and teachers can assess both the quality of the feedback as well as the writers’ incorporation of the feedback. Students can provide and receive anonymous written feedback on Think Questions, Close Read Writing Prompts, Blasts, and the process steps of the Extended Writing Projects. -Student Discussions: Whole and small group collaborative discussions can follow models provided by StudySyncTV and SkillsTV. Each lesson plan includes recommendations for informal class discussions. –Each text selection in the Instructional Path includes Reading 10 question quizzes. These selection tests will</p>

			<p>assess reading comprehension, vocabulary and language development, and the acquisition of key content knowledge from each passage in the Core ELA/ELD units. Teachers will have the ability to add these quizzes to any reading assignment. -Grammar Quizzes: The online assessment tool includes grammar quizzes that assess student mastery of discrete language concepts. Pre and post-tests allow teachers to easily chart student growth. A complete student and teacher Grammar and Composition Handbook of blackline master of review assessments per grade level can be found inside the digital StudySync application.</p>
--	--	--	--

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. 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>Yes No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p> <hr/> <p>REQUIRED</p> <p>5b) 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. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Y</p> <hr/> <p>Y</p>	<p>In Grades 6-12 more than 80% of prompts are text related and aim to help students pay close attention to specific details from a text and comprehend the most important ideas and information in a selection.</p> <hr/> <p>Reading selections progress in text complexity across units and grades, with challenging texts accompanied by scaffolding to aid students in grasping the full depth of their meaning over the course of a lesson. Students are asked to engage with increasingly sophisticated texts, and to engage with more accessible texts in an increasingly sophisticated and deep manner.</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p>Yes No</p>	<p>REQUIRED</p> <p>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.</p>	<p>Y</p>	<p>The following are specific areas of where speaking and listening opportunities connect to reading and writing: Video and Audio: Students have an opportunity to gain information through listening to and viewing a variety of media. Collaborative Learning and Discussion: Students view models of academic discussions in episodes of StudySyncTV and SkillsTV and then participate in their own StudySyncTV Style Discussions. Extended Oral Project: Lessons are designed to provide students with the opportunity to plan, draft, practice, and deliver an oral presentation in both small group and whole class settings.</p>

			<p>The program includes over 150 StudySyncTV episodes which explicitly model the speaking and listening skills outlined in the CCSS, including active listening, using academic language, note taking, asking relevant questions, and collaborating with peers.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels 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>Y</p>	<p>StudySync uses texts that meet the criteria for complexity, range and quality of texts. The development of sophisticated speaking and listening skills is an essential focus of every element within the StudySync program. Sharing ideas clearly and persuasively as well as responding both critically and constructively to the ideas of others are the primary tools that enable students to deepen their understanding of and engagement with the themes and ideas explored within each unit. This allows students to engage collaboratively and creatively to synthesize knowledge and develop the real-world skills required for career and college readiness. StudySync also includes speaking activities so that students can pay attention to how they use Standard conventions of English in collaborative discussions as well as in group and individual presentations. A Speaking & Listening Handbook, specific to each grade level, thoroughly addresses every Common Core ELA standard for speaking and listening and offers usable, repeatable methods and tools for helping students develop and master essential speaking and listening skills.</p>

	REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.		N/A
--	---	--	-----

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>6d) 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. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>Writing is an integral part of the StudySync program, which features comprehensive instruction in all three modes (narrative, informational, and argumentative) and in a wide variety of forms, including full-length essays and narratives; short constructed responses; peer reviews; Blasts; and digital annotations of texts. Each unit contains an Extended Writing Project (EWP) that focuses on one of the three primary modes and that is woven into the instructional fabric of the unit curriculum. By the end of the year, each student will have generated a full-length independent narrative, informational essay, literary analysis (in argumentative form), and an argumentative essay supported by information from multiple sources, drawing on their life experiences, imaginations, and research. Numerous writing skill lessons in each EWP provide instruction on skills essential to every mode, including audience and purpose, introductions, style, organization, supporting details, transitions, and conclusions, as well as those to a specific model, including dialogue, sources and citations, and research and note-taking. These skills are taught and modeled through excerpts from the unit selections, which serve to provide real-world models of the kind of writing students are being asked to produce and from which students may draw evidence to support their analyses. It is important to</p>

		<p>note that a significant goal of the EWP is to encourage students to draw evidence from texts, as well as their life experiences and imaginations, to support their ideas. The StudySync program emphasizes reinforcing all information, claims, and ideas with concrete evidence and sound reasoning, rather than simply expressing opinions and feelings. Additionally, we've writing process lessons—prewrite, plan, draft, revise, and edit/proofread, publish—are included in every EWP, enabling students to practice and apply the skills they have learned as they develop their own writing within the featured mode. Extensive scaffolding is provided throughout the EWP to help students achieve a successful completed product. For example, rubrics accompany each process step to reinforce essential elements of the writing mode and clarify the criteria upon which students' writing will be evaluated. Graphic organizers are provided in prewriting lessons to help students effectively analyze and structure the material they gather and generate. Additionally, targeted grammar lessons accompany three of the five process steps, enabling students to master and apply the language skills they will need to communicate clearly, accurately, and effectively in the formal writing style appropriate for academia. Throughout the unit, precise, academic, and domain specific language is emphasized and encouraged, helping students build the sophisticated vocabulary they will require to become active and effective communicators in the modern</p>
--	--	---

			<p>world. Although the EWP serves as the foundation for each unit’s writing instruction, students regularly engage in a wide variety of writing activities as they progress through the unit. For example, a short constructed response accompanies the Close Read lesson of every unit selection. These writing prompts enable students to demonstrate understanding of the specific reading and language skills developed in conjunction with each unit text and to gain additional experience with writing in the featured mode. Student Models demonstrate effective responses to these kinds of prompts, the material for which is generated in annotations students create as they perform close readings of the unit texts using an innovative digital annotation tool.</p> <p>For the high school curriculum, in addition to the Core ELA writing expectations and/or Full novel studies, 4 separate and specific Writing Composition Units target 20 days each of unique writing assignments. Titles of these Composition Units include: Op-Ed, Research Based Argument, Rhetorical Analysis, and Synthesis.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>		<p>Models and student exemplars are provided throughout the program. For example, a Student Model accompanies each Extended Writing Project, serving both to highlight essential features of the mode as well as to exemplify aspects of the revision process.</p>

	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. 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 and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Explicit grammar instruction and practice for grade level Language standards is provided in StudySync. Through explicit instruction and activities, students develop understanding of the conventions of Standard English grammar, usage, and mechanics. This knowledge of language allows students to effectively communicate their ideas, knowledge, and opinions when writing and speaking. Grammar is not taught in isolation but in the context of writing, as well as with sentences and paragraphs chosen from specific texts in each unit. After instruction and guided practice of a particular skill, students apply that skill in speaking activities as well as in their own writing. In each unit, students routinely engage in peer reviews that enable them to confront and correct their own error patterns. Rubrics related to specific writing forms provide guidance for student writing.</p> <p>Leverage the power of StudySync’s expanding selection of digital tools to bring new life to traditional vocabulary, grammar, and basic skills instruction, with the addition of hundreds of new lessons. Academic Vocabulary Skill Lessons Complementing StudySync’s integrated vocabulary instruction, these lessons offer repeated exposure, in a variety of contexts, to key academic terminology, grouping words by common roots and affixes or similar topics and usage. Students complete multiple activities with StudySync’s digital tools to creatively interact with terms and definitions.</p>
--	--	--

		<p>Grammar Skill Lessons Additional Grammar Skill lessons not tied to the Core ELA provide teachers the tools for customized, targeted instruction allowing students to demonstrate understanding in a variety of ways, with auto-grade features that provide immediate feedback.</p> <p>Spotlight Skill Lessons These Spotlight Skill lessons, not tied to a particular unit or title, will include concept modeling and ample, auto-graded practice activities to ensure teachers have the tools they need to teach or reteach and easily chart student’s progress towards standards mastery. Following best practices outlined in Doug Fisher and Nancy Frey’s book, Unstoppable Learning, these lessons will include “examples and non-examples” of effective thinking to help students discern differences between the two</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>StudySync contains more than 1,000 Skill lessons that provide concise instruction to guide students toward standards mastery. Skill lessons are built on the Gradual Release of Responsibility Model, and allow teachers to quickly and easily target instruction for their students.</p> <p>Through the Gradebook or digital Spotlight skills, StudySync teachers can monitor student achievement of specific standards to plot next instructional steps for whole class and individual students. If the instructional path of selected instructional tasks and literature is not sufficient for the students, StudySync</p>

			<p>teachers can easily build their own Units of Study using the program’s extensive print and digital resources. StudySync’s library offers over 1,000 rich, authentic texts, with text overviews, recommended grade levels, “Think” questions, and writing prompts for each selection. Many texts also include engaging media previews and StudySyncTV episodes, which model academic vocabulary and collaboration skills. The program’s flexible assignment and classroom tools allow teachers to easily plan and manage their instruction to best meet their needs, with pacing guides, lesson plans, and multiple scaffolds for guidance.</p>
	<p>REQUIRED 7b) 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>StudySync ELA includes formative assessments for each learning activity, as well as common rubrics for all the writing forms to support local schools in their assessment and student development plans.</p>
	<p>REQUIRED</p>		

CRITERIA		INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
text(s). Yes	No	7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.		StudySync's online platform is a powerful tool for developing and disseminating district-wide formative assessment. Users have access to the publisher-provided assessments and rubrics, and these tests can serve as a base for district-specific formative measures. Users have the ability to copy and edit existing items for their needs (e.g., remove items, re-arrange items, change item content, add new items), cull from test item banks to create new tests or augment existing tests, and create wholly new tests with items, passages, and rubrics authored through the templates featured in the online assessment center.
		7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.		Within the both the summative and formative online assessments opportunities, each item is tagged to correlate to a specific standard. Teachers can view through the reporting features the student answer to a question or an item with the accompanying standards analysis of each student. Thus, teachers can see an unbiased view displaying a student's proficiency or coverage of specific grade level standards and expectations.
Section IV. Scaffolding and Support				

<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 style="text-align: center;">Yes No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		Pre-reading activities in StudySync are directly connected to the reading selections within each Thematic Unit and are focused on the unit’s Essential Question and Big Idea.
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and 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 must not serve as platforms to practice discrete strategies.</p>		Expanding upon StudySync’s robust flexibility options for teachers, these new Full text Units add additional complete novel reading options to every Core ELA Unit. Including a wealth of comparative readings and complete novel reading guides, Full-text Units give teachers even more freedom to teach the novels they love alongside StudySync’s Core ELA curriculum. For Grades 9-12, Additional Literature Units explore significant literary movements and authors, providing teachers the flexibility to go beyond the Core ELA curriculum to create meaningful literary explorations for their students.
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>		Filters, links, teacher edition
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>		<p>Digital portfolio The Teacher’s Edition includes suggested prompts for reading and rereading (close reading) of the selections, note taking, accessing complex text, and ELL support.</p>

	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or</p>	<p>Teachers have access to the complete comprehensive 6-12 curriculum even if teaching a high school course. Thus, teachers will find the texts and instructional tasks flexible and fully customizable in order to meet the needs of all of their students. Both print and digital experiences can be implemented in low tech as well as high tech environments with comprehensive teacher instructional support both online and in print. As part of a comprehensive curriculum that addresses all learners, StudySync provides teachers with instructional materials and guidance on how to adapt instruction to meet diverse learner needs. Throughout the lessons, the Access Path of the instructional lesson provides scaffolds for diverse learners, including struggling readers and English learners at different proficiency levels. The lessons also include Access Handouts that English learners use with guidance from the teacher to access the core instruction.</p> <p>StudySync offers a variety of instructional strategies to address the needs of students with disabilities including:</p> <p>Audio Options Audio versions are available for every text in the StudySync Library.</p> <p>Audio Text Highlight Tool Every text in the core program utilizes StudySync's Audio Text Highlight tool, which highlights text phrases while the audio plays.</p>
--	---	---

		<p>Audio Speed For texts that include the audio text highlight feature, students and teachers can reduce the rate at which text is read by up to 25% with no loss of resolution.</p> <p>Video Content with Closed Captioning Visual media appears throughout the program. Every video in StudySync's core program includes closed captioning</p> <p>Text Enlargement Because StudySync's full core program is available digitally, teachers and students can use their browser's zoom feature to adjust text size as necessary.</p> <p>Keyboarding StudySync's full core digital program allows students to type all of their responses.</p> <p>The Standard English Learners Handbook, provided at each of the grade levels offers in depth background information about different instructional routines that can be used with SELs to help them develop their Standard English and understand when it is appropriate to use it. The instructional routines provided include contrastive analysis drills, translative drills, and discrimination drills.</p>
--	--	---

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p> <p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Y	<p>StudySync supports a year view of the standards per unit in its Scope and Sequence documentation, recommended weekly pacing guides, and daily lesson plans.</p> <p>SyncStart Units SyncStart Units introduce students and teachers to the instructional routines within StudySync and are built around an existing, grade-level text. With SyncStart, teachers have detailed plans for their first two weeks of StudySync instruction. Each SyncStart Lesson Plan includes PREP sections that help teachers understand the purpose of key lessons, best instructional practices, guided explanations of instructional routines, and opportunities to build on student’s prior knowledge.</p>

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

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

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

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

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)		
	2. Range and Volume of Texts		

II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)		
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)		
	5. Text-Dependent Questions (Non-Negotiable)		
	6. Writing to Sources, Speaking and Listening, and Language		
	7. Assessments		
IV: Scaffolding and Support	8. Scaffolding and Support		
FINAL DECISION FOR THIS MATERIAL: [Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]			

