



## F.7 English Language Arts - Grade 7

### PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

|                               |                                                         |                       |               |
|-------------------------------|---------------------------------------------------------|-----------------------|---------------|
| Provider/Publisher / Imprint: | Amplify Education, Inc.                                 | Grade(s):             | 7             |
| Title of Student Edition:     | Amplify ELA G7 Student Digital License, 1 year          | Student Edition ISBN: | 9781643831725 |
| Title of Teacher Edition:     | Amplify ELA G7 Teacher Digital License, 1 year          | Teacher Edition ISBN: | 9781643831640 |
| Title of SE Workbook:         | Amplify ELA G7 Writing Journal Set A-F (single student) | SE Workbook ISBN:     | 9781643831039 |

### PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

|                               |                                                                                                   |               |                     |
|-------------------------------|---------------------------------------------------------------------------------------------------|---------------|---------------------|
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| Section 2: Structured Literacy Content Review                                 |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
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| <p><b>Reviewer directions for English Language Arts Standards Review:</b></p> |          |                                                                                                                                                                                                                                                                                 | <p>Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> </ul> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <ul style="list-style-type: none"> <li>o <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b></li> <li>o <b>Each score cell will turn green as you score the materials.</b></li> </ul> |       | <p>Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, <b>and provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the standard</li> <li>o P = Partially meets the standard</li> <li>o D = Does not meet the standard</li> <li>o <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b></li> <li>o <b>Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></li> <li>o <b>If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.</b></li> </ul> |                                                 |       |                     |                                        |
| Criteria #                                                                    | Standard | F.7 Grade 7 English Language Arts                                                                                                                                                                                                                                               | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Score | Reviewer's Evidence for Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviewer Citation from Student Edition/Workbook | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| <b>Reading Standards for Literature (RL)</b>                                  |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| <b>Key Ideas and Details -- Literature</b>                                    |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 1                                                                             | RL1      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                                                                                         | <a href="#">7B: Character &amp; Conflict, Sub-unit 1, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 2                                                                             | RL2      | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                                                                                                                                  | <a href="#">7B: Character &amp; Conflict, Sub-unit 1, Lesson 4, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 3                                                                             | RL3      | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                                                                                                                                                 | <a href="#">7B: Character &amp; Conflict, Sub-unit 1, Lesson 3, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 4                                                                             | NM B.2A  | Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.                                                              | <a href="#">Poetry in America: Grade 7, Sub-unit 2, Lesson 1, Activity 1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 5                                                                             | NM B.2B  | Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.                                                                                                     | <a href="#">7E: Frida &amp; Diego Collection, Sub-unit 2, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 6                                                                             | NM B.2C  | Use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.                                                                                                                                                   | <a href="#">Poetry in America: Grade 7, Sub-unit 2, Lesson 3, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| <b>Craft and Structure -- Literature</b>                                      |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 7                                                                             | RL4      | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | <a href="#">7D: Poetry &amp; Poe, Sub-unit 1, Lesson 2, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 8                                                                             | RL5      | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.                                                                                                                                                                         | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 3, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 9                                                                             | RL6      | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.                                                                                                                                                                 | <a href="#">7D: Poetry &amp; Poe, Sub-unit 3, Lesson 5, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| <b>Integration of Knowledge and Ideas -- Literature</b>                       |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 10                                                                            | RL7      | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).                                       | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| 11                                                                            | RL9      | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                                                                                  | <a href="#">7B: Character &amp; Conflict, Sub-unit 3, Lesson 2, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |
| <b>Range of Reading and Level of Text Complexity -- Literature</b>            |          |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                 |       |                     |                                        |

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| 12                                                       | RL10     | By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 2, Activity 9</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Reading Standards for Informational Text (RI)            |          |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Key Ideas and Details -- Informational Text              |          |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 13                                                       | RI1      | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                                                     | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 4, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 14                                                       | RI2      | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.                                                          | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 5, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 15                                                       | RI3      | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                  | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 2, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Craft and Structure -- Informational Text                |          |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 16                                                       | RI4      | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.         | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 10, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 17                                                       | RI5      | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.                                                      | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 1, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 18                                                       | RI6      | Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                                                                  | <a href="#">7F: The Gold Rush Collection, Sub-unit 2, Lesson 2, Activities 6–7</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Integration of Knowledge and Ideas -- Informational Text |          |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 19                                                       | RI7      | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).   | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 2, Lesson 3, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 20                                                       | RI8      | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                  | <a href="#">7C: Brain Science, Sub-unit 3, Lesson 3, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 21                                                       | RI9      | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.                | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 3, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 22                                                       | NM D.1   | Distinguish between primary and secondary sources.                                                                                                                                                          | <a href="#">7F: The Gold Rush Collection, Sub-unit 3, Lesson 1, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

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| 23                                                                | NM D.2   | Describe how the media use propaganda, bias, and stereotyping to influence audiences.                                                                                                                                                                                                                                      | 7A: Red Scarf Girl & Narrative, Sub-unit 4, Lesson 5, Activities 2–3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Range of Reading & Level of Text Complexity -- Informational Text |          |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 24                                                                | RI10     | By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                                                                                                                              | 7C: Brain Science, Sub-unit 1, Lesson 3, Activity 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Writing Standards (W)                                             |          |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| Text Types and Purposes                                           |          |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 25                                                                | W1       | Write arguments to support claims with clear reasons and relevant evidence.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 26                                                                | W1A      | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.                                                                                                                                                                                                             | 7D: Poetry & Poe, Sub-unit 5, Lesson 1, Activity 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 27                                                                | W1B      | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.                                                                                                                                                                   | 7D: Poetry & Poe, Sub-unit 5, Lesson 2, Activity 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 28                                                                | W1C      | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.                                                                                                                                                                                                    | 7F: The Gold Rush Collection, Sub-unit 5, Lesson 5, Activity 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 29                                                                | W1D      | Establish and maintain a formal style.                                                                                                                                                                                                                                                                                     | 7D: Poetry & Poe, Sub-unit 5, Lesson 5, Activity 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 30                                                                | W1E      | Provide a concluding statement or section that follows from and supports the argument presented.                                                                                                                                                                                                                           | 7D: Poetry & Poe, Sub-unit 5, Lesson 5, Activity 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 31                                                                | W2       | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 32                                                                | W2A      | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | 7B: Character & Conflict, Sub-unit 4, Lesson 4, Activities 5–7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 33                                                                | W2B      | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                                                                                                                                                                                                       | 7B: Character & Conflict, Sub-unit 4, Lesson 2, Activity 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 34                                                                | W2C      | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.                                                                                                                                                                                                                     | 7B: Character & Conflict, Sub-unit 4, Lesson 3, Activity 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 35                                                                | W2D      | Use precise language and domain-specific vocabulary to inform about or explain the topic.                                                                                                                                                                                                                                  | 7C: Brain Science, Sub-unit 4, Lesson 5, Activity 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |
| 36                                                                | W2E      | Establish and maintain a formal style.                                                                                                                                                                                                                                                                                     | 7B: Character & Conflict, Sub-unit 4, Lesson 5, Activity 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                     |                                        |

| Section 2: Structured Literacy Content Review |          |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
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|                                               |          | <p><b>Reviewer directions for English Language Arts Standards Review:</b></p>                                                                                                                                                                                                                                                                  | <p>Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"><li>o M = Meets the standard</li><li>o P = Partially meets the standard</li><li>o D = Does not meet the standard</li></ul> <p>Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G.</p> <ul style="list-style-type: none"><li>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</li><li>o Each score cell will turn green as you score the materials.</li></ul> |       |                                            | <p>Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, <b>and provide evidence to support your determination:</b></p> <ul style="list-style-type: none"><li>o M = Meets the standard</li><li>o P = Partially meets the standard</li><li>o D = Does not meet the standard</li><li>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</li><li>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</li><li>o If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.</li></ul> |       |                     |                                        |
| Criteria #                                    | Standard | F.7 Grade 7 English Language Arts                                                                                                                                                                                                                                                                                                              | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 37                                            | W2F      | Provide a concluding statement or section that follows from and supports the information or explanation presented.                                                                                                                                                                                                                             | <a href="#">7C: Brain Science, Sub-unit 4, Lesson 5, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 38                                            | W3       | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 39                                            | W3A      | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.                                                                                                                                                        | <a href="#">7G: Intermediate Story Writing, Lesson 9, pp. 66–68</a><br>Select "Teacher Intermediate Story Writing" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 40                                            | W3B      | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                                                                                                                                                                                                        | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 2, Lesson 7, Activity 6</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 41                                            | W3C      | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                                                                                                                                                                                        | <a href="#">7G: Intermediate Story Writing, Lesson 23, p. 123</a><br>Select "Teacher Intermediate Story Writing" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 42                                            | W3D      | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                                                                                                                                                                                                     | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 2, Lesson 10, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 43                                            | W3E      | Provide a conclusion that follows from and reflects on the narrated experiences or events.                                                                                                                                                                                                                                                     | <a href="#">7G: Intermediate Story Writing, Lesson 20, pp. 112–114</a><br>Select "Teacher Intermediate Story Writing" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Production and Distribution of Writing        |          |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 44                                            | W4       | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                                                                       | <a href="#">7F: The Gold Rush Collection, Sub-unit 3, Lesson 2, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 45                                            | W5       | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 2, Lesson 7, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 46                                            | W6       | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                                                                                                                               | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 5, Lesson 7, Activities 2 and 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Research to Build and Present Knowledge       |          |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 47                                            | W7       | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                                                                                                                                                                  | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 4, Lesson 2, Activities 4–5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

| Section 2: Structured Literacy Content Review |          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
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| Criteria #                                    | Standard | F.7 Grade 7 English Language Arts                                                                                                                                                                                                                                                           | Provider/Publisher Citation from Teacher Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Workbook                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 48                                            | W8       | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 1, Lesson 3, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 49                                            | W9       | Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 50                                            | W9A      | Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").                                      | <a href="#">7B: Character &amp; Conflict, Sub-unit 3, Lesson 2, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 51                                            | W9B      | Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").                                                  | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 4, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Range of Writing                              |          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 52                                            | W10      | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                                                       | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 6, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Speaking and Listening Standards (SL)         |          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| Comprehension and Collaboration               |          |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 53                                            | SL1      | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 54                                            | SL1A     | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.                                                                     | <a href="#">7D: Poetry &amp; Poe, Sub-unit 3, Lesson 1, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 55                                            | SL1B     | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.                                                                                                                                                          | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 4, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 56                                            | SL1C     | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.                                                                                                                | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 4, Lesson 2, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 57                                            | SL1D     | Acknowledge new information expressed by others and, when warranted, modify their own views.                                                                                                                                                                                                | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 3, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |

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| 58                                            | SL2      | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.                    | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 3, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 59                                            | SL3      | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.                                                                        | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 6, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| Presentation of Knowledge and Ideas           |          |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 60                                            | SL4      | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 4, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 61                                            | SL5      | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                                                                                         | <a href="#">7F: The Gold Rush Collection, Sub-unit 5, Lesson 8, Activities 2–3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 62                                            | SL6      | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                                                                                                 | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 4, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 63                                            | NM E.1   | Understand the influence of heritage language in English speech patterns.                                                                                                                                               | <a href="#">Vocab App, "vivid" Roots Exist activity</a><br>Click through all steps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 64                                            | NM E.2   | Orally compare and contrast accounts of the same event and text.                                                                                                                                                        | <a href="#">7F: The Gold Rush Collection, Sub-unit 5, Lesson 8, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 65                                            | NM E.3   | Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.                                                                                                       | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 4, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| Language Standards (L)                        |          |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| Conventions of Standard English               |          |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 66                                            | L1       | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 67                                            | L1A      | Explain the function of phrases and clauses in general and their function in specific sentences.                                                                                                                        | <a href="#">Grammar, Sub-unit 2, Lesson 5, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 68                                            | L1B      | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.                                                                                                   | <a href="#">Grammar, Sub-unit 2, Lesson 7, Activity 6</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 69                                            | L1C      | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.                                                                                                               | <a href="#">Grammar, Sub-unit 2, Lesson 5, Activities 5–6</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 70                                            | L2       | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |
| 71                                            | L2A      | Use a comma to separate coordinate adjectives (e. g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).                                                                      | <a href="#">Grammar, Sub-unit 7, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                     |                                        |

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| 72                                            | L2B      | Spell correctly.                                                                                                                                                                                                                  | <a href="#">7F: The Gold Rush Collection, Sub-unit 5, Lesson 5, Activity 6</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| Knowledge of Language                         |          |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 73                                            | L3       | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 74                                            | L3A      | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.                                                                                                               | <a href="#">7C: Brain Science, Sub-unit 4, Lesson 5, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| Vocabulary Acquisition and Use                |          |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 75                                            | L4       | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 76                                            | L4A      | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                                                                     | <a href="#">7A: Red Scarf Girl &amp; Narrative Vocabulary Module: Context Clues</a><br>Select "Vocabulary: Context Clues" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 77                                            | L4B      | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).                                                                                           | <a href="#">7C: Brain Science, Vocabulary Module: Greek and Latin Roots</a><br>Select "Vocabulary: Greek and Latin Roots" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 78                                            | L4C      | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | <a href="#">7A: Red Scarf Girl &amp; Narrative Vocabulary Module: Dictionary Skills</a><br>Select "Vocabulary: Dictionary Skills" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 79                                            | L4D      | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                   | <a href="#">Vocab App, "cultured" Totally ReDictionary activity</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 80                                            | L5       | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 81                                            | L5A      | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.                                                                                                                                    | <a href="#">7D: Poetry &amp; Poe, Vocabulary Module: Figurative Language</a><br>Select "Vocabulary: Figurative Language" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |
| 82                                            | L5B      | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.                                                                                                            | <a href="#">7D: Poetry &amp; Poe, Sub-unit 1, Lesson 3, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                     |                                        |

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| 83                                            | L5C      | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).                                            | <a href="#">7B: Character &amp; Conflict, Vocabulary Module: Connotations and Denotations</a><br>Select "Vocabulary: Connotations and Denotations" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                     |                                        |
| 84                                            | L6       | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <a href="#">7D: Poetry &amp; Poe, Sub-unit 4, Lesson 2, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                     |                                        |

| Section 2: English Language Arts Content Review                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
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|                                                                                                                                                                                                                                                                      | <p><b>Reviewer directions for English Language Arts Content Review:</b></p>                                                                                                                                                                                                                                                                                                                                                  | <p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p> |       |                                            | <p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p> |       |                   |                                        |
| Criteria #                                                                                                                                                                                                                                                           | Provider/Publisher Criteria 6-8 ELA Content                                                                                                                                                                                                                                                                                                                                                                                  | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Score | Reviewer Evidence for Publisher's Citation | Reviewer Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Score | Reviewer Evidence | Comments, other citations, or feedback |
| <b>Text Selection and Range of Texts:</b> Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 1                                                                                                                                                                                                                                                                    | Materials reflect the genres and text characteristics that are specifically required by the standards at each grade level band (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents).                                                                                                                                                                                        | <a href="#">Amplify ELA Grade 7 Overview, pp. 20–21</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 2                                                                                                                                                                                                                                                                    | Materials explicitly provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.                                                                                                                                                                                                                                                | <a href="#">Amplify ELA Grade 7 Overview, pp. 23–24</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 3                                                                                                                                                                                                                                                                    | Materials contain a sequence or collection of anchor texts of grade-level complexity that are selected for close reading and that build knowledge systematically through reading, writing, listening and speaking about the text. (Anchor texts provide opportunities for students to continuously return to the text(s) in order to conduct deep analyses and collect evidence for greater understanding of sources texts.) | <a href="#">Amplify ELA Grade 7 Overview, p. 22</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| <b>Text Selection – Quality of Texts:</b> High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 4                                                                                                                                                                                                                                                                    | Materials provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter.                                                                                                                                                                                                                                                | <a href="#">Amplify ELA Program Guide, Welcome to Amplify ELA, p. 8</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 5                                                                                                                                                                                                                                                                    | Informational texts offer a variety of text structures (e.g., bold print, heading, captions, etc.) and provide a variety of text types (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents).                                                                                                                                                                 | <a href="#">7F: The Gold Rush Collection, Sub-unit 2, Lesson 1, Activities 3–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 6                                                                                                                                                                                                                                                                    | Materials provide opportunities for students to independently build and demonstrate their knowledge of standards-based informational texts in history/social studies, science, and technical subjects through reading and writing.                                                                                                                                                                                           | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 5, Activities 2–3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| <b>Text-Dependent and Text-Specific Questions:</b> Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text. |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 7                                                                                                                                                                                                                                                                    | Materials provide text-dependent questions and tasks that require the use of textual evidence, including supporting evidence to validate inferences drawn from the text.                                                                                                                                                                                                                                                     | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 8, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 8                                                                                                                                                                                                                                                                    | Materials contain a well-sequenced set of text-dependent/text-specific questions which integrate skills to demonstrate a deeper understanding of the text.                                                                                                                                                                                                                                                                   | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 3, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |
| 9                                                                                                                                                                                                                                                                    | Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.                                                                                                                                                                                                                                                                        | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 2, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                   |                                        |

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| 10                                              | Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts as required by the standards at each grade-level band.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 4, Activity 6</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |                                            |                   |       |                   |                                        |
| 11                                              | Materials provide opportunities for rhetorical analysis. This includes the rhetorical triangle (speaker, audience, message), classical appeals, modes of development, and academic language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="#">7D: Poe &amp; Poetry, Sub-unit 3, Lesson 1, Activities 7–8</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                   |       |                   |                                        |
| <b>Scaffolding and Supports</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                   |       |                   |                                        |
| 12                                              | Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either heard or read) as required by the standards (e. g., build background knowledge, sequence questions, structural supports, strategies that scaffold).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">7D: Poetry &amp; Poe, Sub-unit 4, Lesson 2, Activities 3 and 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                   |       |                   |                                        |
| 13                                              | Instructional materials direct teachers to return to focused parts of the text to guide students through re-reading, discussion and writing about the ideas, events and information regularly and systematically.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">7D: Poetry &amp; Poe, Sub-unit 3, Lesson 2, Activities 3–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                   |       |                   |                                        |
| 14                                              | Materials provide opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 15, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                            |                   |       |                   |                                        |
| 15                                              | Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">7F: The Gold Rush Collection, Sub-unit 4, Lesson 2, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                   |       |                   |                                        |
| 16                                              | Materials utilize and assess students at a variety of knowledge levels (e.g., Bloom's, Depth of Knowledge, etc.) centered on grade level texts aligned and measured against the CCSS expectations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">7A: Red Scarf Girl &amp; Narrative, Unit Reading Assessment, Lesson 1</a><br>Select "Rationale: Red Scarf Girl & Narrative Reading Assessment" in Materials, p. 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                   |       |                   |                                        |
| 17                                              | Materials address issues of plagiarism, in-text citations, and academic honesty in the production of writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 1, Lesson 3, Activities 2–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |                                            |                   |       |                   |                                        |
| 18                                              | Materials contain guidelines for assessing website and information credibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <a href="#">7E: The Gold Rush Collection, Sub-unit 1, Lesson 2, Activities 3–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                            |                   |       |                   |                                        |
| 19                                              | Materials provide strategies and activities to support clear and concise instruction to teachers and students, promoting the correct and appropriate use of the English language for all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">7B: Character &amp; Conflict, Sub-unit 4, Lesson 5, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |                                            |                   |       |                   |                                        |
| 20                                              | Materials present vocabulary and convention skills in an integrated structure across reading, writing, speaking, and listening, avoiding isolated instruction of these skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">Amplify ELA Program Guide, Inside a Lesson, pp. 38–40</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                            |                   |       |                   |                                        |

| Section 2: All Content Review                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
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| Criteria #                                                                                                                              | Provider/Publisher Criteria for All Content                                                                                                                                                                                                                                                                                                         | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Score                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviewer's Evidence for Publisher's Citation | Reviewer Citation | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| <b>Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.</b> |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 1                                                                                                                                       | Materials attend to the full intent of the content contained in the standards for all students.                                                                                                                                                                                                                                                     | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 2, Activities 6–7</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 2                                                                                                                                       | Materials, when used as designed, allow students to fully learn each standard.                                                                                                                                                                                                                                                                      | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 8, Activities 3–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 3                                                                                                                                       | Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.                                                                                                                                                                                                                           | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 3, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 4                                                                                                                                       | Materials are coherent and make meaningful connections where required by the standards.                                                                                                                                                                                                                                                             | <a href="#">7B: Character &amp; Conflict, Sub-unit 3, Lesson 2, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| <b>Materials are well designed and take into account effective lesson structure and pacing.</b>                                         |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 5                                                                                                                                       | The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.                                                                                                                            | <a href="#">7D: Poe &amp; Poetry, Unit Guide, Unit Overview</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 6                                                                                                                                       | Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned <b>learning</b> objectives and opportunities for differentiated instruction.                                                                                                                                                                            | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 3, Lesson Brief: Lesson Objective and Differentiation</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 7                                                                                                                                       | Within each lesson of the Teacher's Edition, there are clear, measurable <b>language</b> objectives and opportunities for differentiated instruction.                                                                                                                                                                                               | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 2, Lesson 6, Lesson Brief: Lesson Objective and Differentiation</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 8                                                                                                                                       | The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.                                                                                                                                                                                                       | <a href="#">Amplify Vocab App Grades 6-8 User Guide, pp. 1–3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 9                                                                                                                                       | The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.                                                                                                                                                                                                                    | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 7, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 10                                                                                                                                      | Materials incorporate a glossary, footnotes, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.                                                                                                                                                                                         | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| <b>Materials support teacher planning, learning, and understanding of the standards.</b>                                                |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |
| 11                                                                                                                                      | Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). <b>(Publisher citation only required.)</b> | <a href="#">7C: Brain Science, Unit Guide: Lesson at a Glance, Compilation and Lesson Standards</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                   |       |                     |                                        |

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| Criteria #                                                                                                           | Provider/Publisher Criteria for All Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Provider/Publisher Citation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Score | Reviewer's Evidence for Publisher's Citation | Reviewer Citation | Score | Reviewer's Evidence | Comments, other citations, or feedback |
| 12                                                                                                                   | Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 4, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                              |                   |       |                     |                                        |
| 13                                                                                                                   | Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="#">7D: Poetry &amp; Poe, Sub-unit 2, Lesson 2, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| <b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                   |       |                     |                                        |
| 14                                                                                                                   | Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. (Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WIDA ELD Standards.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">7B: Character &amp; Conflict, Assessment, Lesson 1, Activities 1–3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                              |                   |       |                     |                                        |
| 15                                                                                                                   | Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="#">Amplify ELA Program Guide, Standards Alignment and Differentiation, pp. 52–54</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |                                              |                   |       |                     |                                        |
| 16                                                                                                                   | Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 4, Lesson 1</a><br>Select "Grade 7 Essay Rubric" in Materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |                                              |                   |       |                     |                                        |
| 17                                                                                                                   | Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 3, Lesson Brief, Differentiation, Activity 4</a><br>See note on formative writing assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                   |       |                     |                                        |
| 18                                                                                                                   | Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">7C: Brain Science, Sub-unit 1, Lesson 11, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                              |                   |       |                     |                                        |
| <b>Materials support effective use of technology to enhance student learning.</b>                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                   |       |                     |                                        |
| 19                                                                                                                   | Materials integrate opportunities for digital learning into the text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <a href="#">7E: The Frida &amp; Diego Collection, Sub-unit 5, Lesson 7, Activity 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| 20                                                                                                                   | Materials include opportunities to assess student understandings and knowledge using technology.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">7D: Poetry &amp; Poe, Assessment, Lesson 1, Activity 1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                              |                   |       |                     |                                        |
| <b>Materials can be easily customized for individual learners.</b>                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                   |       |                     |                                        |
| 21                                                                                                                   | Materials can be customized to meet the needs of different student populations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 5, Lesson Brief, Overview</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                                              |                   |       |                     |                                        |

| Section 2: All Content Review                                                                   |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
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| 22                                                                                              | The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.                                                                                                                                   | <a href="#">7B: Character &amp; Conflict, Sub-unit 2, Lesson 1, Lesson Brief: Differentiation</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 23                                                                                              | Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.                                                                                                                                                                           | <a href="#">Poetry in America: Grade 7, Sub-unit 1, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| <b>Materials give all students extensive opportunities and support to explore key concepts.</b> |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 24                                                                                              | Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).                          | <a href="#">7A: Red Scarf Girl &amp; Narrative, Sub-unit 3, Lesson 2, Lesson Brief: Differentiation</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 25                                                                                              | Materials encourage and support teachers to draw upon culture and home language to facilitate learning.                                                                                                                                                                                                       | <a href="#">Poetry in America: Grade 7, Sub-unit 2, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 26                                                                                              | Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b> | <a href="#">Amplify ELA Caregiver Resources Hub</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 27                                                                                              | Materials include opportunities that encourage and support creative thinking and effective problem solving skills.                                                                                                                                                                                            | <a href="#">7D: Poetry &amp; Poe, Quest: "Who Killed Edgar Allan Poe?"</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| <b>Materials take into account cultural perspectives.</b>                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 28                                                                                              | Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.                                       | <a href="#">Amplify ELA Program Guide, Welcome to Amplify ELA, pp. 9–10</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 29                                                                                              | Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.                                                                                                                                                                   | <a href="#">7B: Character &amp; Conflict, Unit Overview: Banner Art Illustration</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 30                                                                                              | Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.                                                                                                                                               | <a href="#">Poetry in America: Grade 7, Sub-unit 3, Lesson 2, Activity 1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 31                                                                                              | Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.                                                                                                                                                     | <a href="#">Poetry in America: Grade 7, Sub-unit 1, Lesson 2, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| <b>Inclusion of Culturally Responsive Lens (CR)</b>                                             |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |
| 32                                                                                              | The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.                                                                                                                                                                                  | <a href="#">Poetry in America: Grade 7, Sub-unit 2, Lesson 3, Activities 3–4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |                   |       |                     |                                        |

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| 33                            | The instructional materials include tools that demonstrate multiple perspectives in a specific concept.     | <a href="#">7F: The Gold Rush Collection, Sub-unit 3, Lesson 1, Activity 3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 34                            | The instructional materials engage students in critical reflection about their own lives and societies.     | <a href="#">7C: Brain Science, Sub-unit 2, Lesson 2, Activity 5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |
| 35                            | Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences. | <a href="#">7F: The Gold Rush Collection, Sub-unit 3, Lesson 1, Activity 4</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |                     |                                        |