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| Publisher / Imprint |  | Imprint: |  |
| Title of Student Edition: |  | ISBN: |  |
| Title of Teacher Edition: |  | ISBN: |  |

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| Reviewer Name: |  | Reviewer Number: |  | Date: |  | Facilitator: |  |
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**TOTAL SCORE – to be completed after all criteria are scored**

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| **SECTION** | **REVIEWER TOTAL** | **FACILITATOR VERIFICATION** | **FACILITATOR NOTES:**  Facilitator Signature: |
| **Section 1** |  |  |
| **Section 2A** |  |  |
| **Section 2B** |  |  |
| **TOTAL** |  |  |

FACILITATOR USE ONLY

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| FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR) | | | | |
| 🞏 | Verified:  90% or Higher | Facilitator Signature: |  |  |
| 🞏 | Verified:  89% or Lower | Facilitator Signature: |  |  |
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| **Publisher:**   * Section 1 criteria are scored as to whether the evidence demonstrates application of Bloom’s Taxonomy at the higher levels. * Citations for Section 1 will usually refer to the Student Edition, but may refer to the Teacher Edition |
| **Reviewer: Use the Student Edition and the Teacher Edition to conduct this portion of the review.**   * Ten (10) points: The citation demonstrates Bloom’s Level 3. * Six (6) points: The citation demonstrates Bloom’s Level 2. * Zero (0) points: The citation does not meet either Level 2 or Level 3. * For highlighted rows only – Five (5) points if the citation meets the standard and Zero (0) points if the citation does not meet. |

| **SECTION 1: Common Core State Standards – English Language Arts** | | | | |
| --- | --- | --- | --- | --- |
|  | **READING STANDARDS FOR LITERATURE Kindergarten** |  |  |  |
|  | **Key Ideas and Detail - Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | With prompting and support, ask and answer questions about key details in a text. |  |  |  |
| **2** | With prompting and support, retell familiar stories, including key details. |  |  |  |
| **3** | With prompting and support, identify characters, settings, and major events in a story. |  |  |  |
|  | **Craft and Structure –Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Ask and answer questions about unknown words in a text. |  |  |  |
| **5** | Recognize common types of texts (e.g., storybooks, poems.) |  |  |  |
| **6** | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |  |  |  |
|  | **Integration of Knowledge and Ideas - Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts.) |  |  |  |
| **8** | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |  |  |  |
|  | **Range of Reading/Level of Text Complexity – Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9** | Actively engage in group reading activities with purpose and understanding. |  |  |  |
|  | **Reading Standards for INFORMATIONAL TEXT Kindergarten** |  |  |  |
|  | **Key Ideas and Detail – Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | With prompting and support, ask and answer questions about key details in a text. |  |  |  |
| **11** | With prompting and support, identify the main topic and retell key details of a text. |  |  |  |
| **12** | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  |
|  | **Craft and Structure – Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | With prompting and support, ask and answer questions about unknown words in a text. |  |  |  |
| **14** | Identify the front cover, back cover, and title page of a book. |  |  |  |
| **15** | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |  |  |  |
|  | **Integration of Knowledge and Ideas – Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place,  thing, or idea in the text an illustration depicts.) |  |  |  |
| **17** | With prompting and support, identify the reasons an author gives to support points in a text. |  |  |  |
| **18** | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.) |  |  |  |
|  | **Range of Reading/Level of Text Complexity – Informational Text** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | Actively engage in group reading activities with purpose and understanding. |  |  |  |
|  | **READING STANDARDS: FOUNDATIONAL SKILLS KINDERGARTEN** |  |  |  |
|  | **Print Concepts** |  |  |  |
| **20** | Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper and lowercase. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Phonological Awareness** |  |  |  |
| **21** | Demonstrate understanding of spoken words, syllables and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
|  | **Phonics and Word Recognition** |  |  |  |
| **22** | Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*.) 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Fluency** |  |  |  |
| **23** | Read emergent-reader texts with purpose and understanding. |  |  |  |
|  | **WRITING STANDARDS Kindergarten** |  |  |  |
|  | **Text Types and Purposes** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **24** | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. *My favorite book is*…) |  |  |  |
| **25** | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |  |  |  |
| **26** | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |  |  |  |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27** | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |  |  |  |
| **28** | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |  |  |
|  | **Research to Build Knowledge and Ideas** (Begins in grade 4) | **Citation Level 2** | **Citation Level 3** | **Score** |
| **29** | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) |  |  |  |
| **30** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |  |  |  |
|  | **SPEAKING AND LISTENING STANDARDS Kindergarten** |  |  |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31** | Participate in collaborative conversations with diverse partners about *kindergarten topics & texts* with peers and adults in small & large groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) 2. Continue a conversation through multiple exchanges. | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
| **32** | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |  |  |  |
| **33** | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  |  |  |
| **35** | Add drawings or other visual displays to descriptions as desired to provide additional detail. |  |  |  |
| **36** | Speak audibly and express thoughts, feelings, and ideas clearly. |  |  |  |
|  | **LANGUAGE STANDARDS L Kindergarten** |  |  |  |
|  | **Conventions of Standard English** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **37** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). 4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). 5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*.) 6. Produce and expand complete sentences in shared language activities. | a.  b.  c.  d.  e.  f. | a.  b.  c.  d.  e.  f. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_ |
| **38** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun “**I**.” 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes.) 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Vocabulary Acquisition and Use** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). 2. Use the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word. | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
| **40** | With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms.) 3. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*.) 4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **41** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |  |  |  |
| **Additional New Mexico Language Arts Content Standards** | | | | |
|  | **Reading Literature** |  |  |  |
| **42** | Students will identify the main topic, retell key details of a text, and make predictions. |  |  |  |
|  | **Writing** |  |  |  |
| **43** | Students will apply digital tools to gather, evaluate, and use information. |  |  |  |
|  | **Speaking and Listening** |  |  |  |
| **44** | Students will:   1. Demonstrate familiarity with stories and activities related to various ethnic groups and countries. 2. With prompting and support: role play, make predictions, and follows oral and graphic instructions. | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **Language** |  |  |  |
| **45** | Will use letter formation, lines, and spaces to create a readable document. |  |  |  |

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|  | **Publishers Criteria Content** | **Citation Level 2** | **Citation Level 3** |  |
| **46** | Materials provide cognitively demanding activities that elicit critical thinking and reasoning including academic vocabulary in reading, writing, speaking, and listening. |  |  |  |
| **47** | Materials include effective instruction for all aspects of foundational reading (including distributed practice.) |  |  |  |
| **48** | Fluency is a focus of instructional materials. Materials should include routines and guidance to monitor the consolidation of skills as students are learning them. |  |  |  |
| **49** | Materials offer assessment opportunities that measure progress in the foundations of reading. Materials should offer frequent and easily implemented assessments, including systems for record keeping and follow-up. |  |  |  |

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| **SECTION I:** | **TOTAL SECTION SCORE** |  |

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| **SECTION II: OTHER RELEVANT CRITERIA** |
| **Publisher:**   * Section 2 criteria are scored as to whether the evidence occurs in the instructional material; they are NOT scored using Bloom’s. * Citations for Section 2 “Other Relevant Criteria” will usually refer to the Teacher Edition, but may refer to the Student Edition. * All three citations must be found satisfactory by the Review Team to meet the requirements of the standard. |
| **Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.**   * Zero (0): All 3 citations did not meet the requirements of the standard. * Five (5): All 3 citations met the requirements of the standard. |

| **SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria**  **(Specify or cite how the following instructional recommendations occur within this curriculum).** | | | | | |
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|  | **Text Selection** |  |  |  |  |
|  | **Text Selection – Range of Texts**  Materials must reflect the distribution of text types and genres required by the standards. Do the selected texts and materials: | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **50** | 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.) |  |  |  |  |
| **51** | Pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study. |  |  |  |  |
| **52** | Provide a sequence or collection of texts, with specific anchor texts of grade-­level complexity that are selected for close reading. (Anchor texts: provide essential opportunities for students to continuously return the text(s) for conducting deep analyses for greater understanding of sources. |  |  |  |  |
|  | **Text Selection – Quality of Texts** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **53** | Provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text. |  |  |  |  |
|  | **Text-Dependent and Text-Specific Questions** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **54** | Provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text. |  |  |  |  |
| **55** | Provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts. |  |  |  |  |
|  | **Scaffolding and Supports** |  |  |  |  |
| **56** | Provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-­level complex text as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold.) |  |  |  |  |
|  | **Writing to Sources and Research:**  The materials give students extensive opportunities to write in response to sources, to draw on textual evidence, and to support valid inferences from the text. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **57** | Provide a variety of opportunities for students to write to texts that have been read. |  |  |  |  |
|  | **Speaking and Listening**  Materials help teachers plan substantive academic discussions around grade-level topics and texts that students have studied and researched. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **58** | Provide opportunities to strengthen students’ listening skills. |  |  |  |  |
| **59** | Provide opportunities for students to develop oral fluency (e.g., oral presentation.) |  |  |  |  |
| **60** | Provide multimedia and technology sources so students can compare and contrast the knowledge they gain from reading texts to multimedia sources. |  |  |  |  |
|  | **Language**  Materials must adequately address the language standards for the grade-level band. | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **61** | Provide adequate opportunities for students to learn the grammar and language conventions specified by the language standards at each grade level ban. |  |  |  |  |
|  | **Academic Vocabulary** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Provide focused resources to support students’ acquisition of both general academic vocabulary and domain-specific vocabulary. |  |  |  |  |
|  | **Content** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **63** | Provide clearly stated learning goals and objectives for lessons and tasks aligned with the CCSS. |  |  |  |  |
| **64** | Provide guidelines for differentiated instruction, including materials for flexible grouping. |  |  |  |  |
| **65** | Provide a scope and sequence that enables students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards. |  |  |  |  |
|  | **Equity** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **66** | Offer strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation. |  |  |  |  |
| **67** | Offer texts representing a wide array of cultures and experiences, allowing students to learn about situations similar to and different from their own personal experiences. |  |  |  |  |
| **68** | Provide a balanced representation of people and points of view and is free of bias regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers, and career choices. |  |  |  |  |
| **69** | Provide opportunities for teacher and students to integrate with other content areas. |  |  |  |  |
|  | **Assessment** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **70** | Offer assessment tools that measure student progress in all strands of the CCSS. |  |  |  |  |
| **71** | Assess students at a variety of knowledge levels (Bloom’s, Depth of Knowledge, etc.) centered on grade level texts aligned and measures against the CCSS expectations. |  |  |  |  |
| **72** | Offer varied formative and summative assessment tools, clearly defining which standards are being assessed. |  |  |  |  |
|  | **Technology and Digital Resources** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **73** | Include teacher guidance for use of embedded technology to support and enhance student learning. |  |  |  |  |
| **74** | Materials include teacher supports, strategies and resources in the Teacher Edition that are user-friendly and supportive of student learning. |  |  |  |  |

|  | **SECTION 2.B – Other Relevant Criteria – Student Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **75** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **76** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  |
| **77** | The textbook provides an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. |  |  |  |  |
| **78** | The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |  |  |  |  |
| **79** | The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences. |  |  |  |  |
| **80** | The textbook provides references to support student learning such as a glossary and word lists. |  |  |  |  |
|  | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **81** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  |
| **82** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  |
| **83** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  |
| **84** | The Teacher’s Edition provides writing activities where students explain their thinking. |  |  |  |  |
| **85** | The Teacher’s Edition provides cooperative learning strategies. |  |  |  |  |
| **86** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |  |  |  |  |
| **87** | The Teacher’s Edition embeds various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives. |  |  |  |  |
| **88** | The Teacher’s Edition embeds student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |  |  |  |  |

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| **SECTION II:** | **TOTAL SECTION SCORE** |  |