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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 – CORE Reading Intervention** |
| --- |
|  | **Foundational Skills**Materials that are aligned to the standards should provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers, with the capacity to comprehend texts across a range of types and disciplinary experiences. |  |  |  |
| **#** | **Foundational Instruction** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Instructional materials provide both explicit and systematic instruction in basic phonics, advanced phonics, fluency, vocabulary, and syntax for students from a broad spectrum of development to read age-appropriate connected texts. These foundational skills are necessary and central components of an effective, comprehensive reading intervention program designed to accelerate student reading development.  |       |       |  |
| **2** | Materials contain a sequence of skill instruction that progresses from basic to advanced phonics, complex word analysis, and syntactic analysis (e.g., consonant blends and digraphs, regular and irregular vowel patterns, base words, syllable patterns, affixes, roots, structural analysis, elements of syntax, etc...)  |       |       |  |
| **3** | Materials contain sequential skill instruction in how to encode (write/spell) in tandem with decoding instruction in regular and irregular spelling patterns of English (e.g., consonant clusters, vowel sound-spellings, syllabication, derivations) and in syntax (e.g., syntactic function of derivational words, phrase patterns, sentence structures.)  |       |       |  |
| **4** | Materials contain advanced phonics instruction that closely links structural analysis and spelling with vocabulary instruction in morphemic analysis in order to develop student ability to decode and comprehend academic language prevalent in complex texts.  |       |       |  |
| **5** | Materials offer extended opportunities such as word games/puzzles for students to engage in word study (e.g., structural analysis, affix/root meanings, sentence construction using derivational words, etc.) in order to increase word/language awareness.  |       |       |  |
| **6** | Materials contain foundational skill instruction that is explicit, containing: a) teacher modeling, including teacher think-aloud and demonstrations, b) guided or teacher-led practice, c) multiple student practice opportunities, d) independent work.  |       |       |  |
| **7** | Materials contain instructional procedures for students to receive immediate, constructive feedback during the delivery of foundational instruction to support: a) teacher and student ability to gauge the accuracy and progress of current student learning, and b) opportunities for ample review.  |       |       |  |
| **8** | Materials contain ample opportunities for students to apply previously taught words from foundational reading/writing instruction through such tasks as: a) reading age-appropriate connected text, b) writing responses to independent reading text, instructional text.  |       |       |  |
| **9** | Materials contain a sequence of skill instruction that progresses from basic to advanced phonics, complex word analysis, and syntactic analysis (e.g., consonant blends and digraphs, regular and irregular vowel patterns, base words, syllable patterns, affixes, roots, structural analysis, elements of syntax, etc.).  |       |       |  |
| **10** | Materials include assessment opportunities to measure student progress, and development of basic and advanced phonics skills, complex word analysis skills, and fluency over time.  |       |       |  |
| **#** | **Fluency** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **11** | Materials contain fluency instruction and practice opportunities that support student development in reading texts of increasing complexity and writing drafts of increasing quality. |       |       |  |
| **#** | **Reading & Text Selection** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12** | The content is aligned with the reading standards for literature and informational texts for the grade level. For intervention, it is critical to have sufficient student materials and teacher resources for adapting instruction to address students’ instructional needs. Adaptations that should be supported by these types of materials include:(a) increases in length and frequency of instructional sessions; (b) acceleration of student learning based on rate and level of response to intervention; (c) the use of data to monitor changes in student performance;(d) gradual release of teacher support as students’ reading becomes increasingly self-regulated. |       |       |  |
| **13** | Materials contain systematic skill instruction on increasingly complex aspects of narrative text structure (e.g., story grammar, parallel plot, flashbacks, tragic resolution, etc. drama, and poetry.)  |       |       |  |
| **14** | The program includes 3 types of age-appropriate texts specifically used for distinct purposes with ***all*** students requiring reading intervention: a) instructional text -- to introduce and build vocabulary and comprehension skills (i.e., text structure, summarization, elements of argument and reasoning, etc.); b) complex text -- to challenge student development of increasingly sophisticated academic vocabulary, high-level comprehension, and content knowledge that prepares students for more complex concepts, text, and instruction in subsequent grades; c) independent reading text—student decoding practice and fluency development.  | a.     b.     c.      | a.     b.     c.      | a\_\_\_b\_\_\_c\_\_\_ |
| **15** | Additional materials provide for regular independent reading of texts that allow students to develop knowledge and explore individual interests. |       |       |  |
| **16** | Comprehension instruction focuses on different dimensions of a text's complexity; qualitative information of each text has been used to inform the lesson's focus and content, including: a) text-dependent questions requiring text evidence in the response; b) discussions that focus on the text(s);c) writing about the text(s).  | a.     b.     c.      | a.     b.     c.      | a\_\_\_b\_\_\_c\_\_\_ |
| **17** | Materials contain explicit and systematic skill instruction on a wide variety of text structures (e.g., comparison/contrast, cause/effect, problem/solution, proposition-support, inductive/deductive) and text features (e.g., headings/subheadings, tables, graphs) that are part of informational texts; instruction focuses on increasingly complex structures.  |       |       |  |
| **18** | Comprehension instruction, questions, and tasks maintain text as the central focus of the lessons.  |       |       |  |
| **19** | Comprehension instruction closely links teacher questions with discussion, writing, research, and vocabulary tasks.  |       |       |  |
| **20** | Comprehension, questions, and tasks include systematic opportunities for students to engage in independent reading to practice basic comprehension monitoring and increase cognitive endurance.  |       |       |  |
| **21** | The submission provides ***all*** students extensive and systematic opportunities to encounter and comprehend grade-level complex texts. 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 throughout the text.  |       |       |  |
| **#** | **Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22** | Materials contain instruction that utilizes multiple modes of writing: writing in response to reading, writing as a way of learning, and writing to sources.  |       |       |  |
| **23** | Materials contain skill instruction on various increasingly complex narrative (e.g., story grammar, parallel plots, flashbacks, etc.) and informational text structures (e.g., chronological, comparison/contrast, cause/effect, proposition-support, etc.) that occurs in tandem with comprehension instruction.  |       |       |  |
| **24** | Materials contain skill instruction on written summarization.  |       |       |  |
| **25** | Materials contain skill instruction on formulating and supporting written arguments, using text information as evidence.  |       |       |  |
| **26** | Materials contain skill instruction and tasks that require students to analyze and synthesize text sources and present well-defended claims.  |       |       |  |
| **27** | Materials contain opportunities for students to write about what they read in both literary and informational text (e.g., summaries, reactions, analysis or interpretation of text, notes, ask/answer questions.) |       |       |  |
| **28** |  Materials contain opportunities and prompts for students to write arguments, information/explanations or narratives in response to texts read.  |       |       |  |
| **29** | Materials contain extensive opportunities for students to write short research projects.  |       |       |  |
| **30** | Materials contain assessments that measure student writing progress.  |       |       |  |
| **#** | **Speaking and Listening** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31** | The content is aligned with the speaking and listening standards for the grade; the material design supports differentiated instruction (adjustment based on student skill level,) and provides sufficient resources for re-teaching and extended practice to support student achievement of skills. |       |       |  |
| **32** | Materials include opportunities to continue to build oral language and listening skills as students determine main ideas and supporting details, paraphrase, and summarize texts read. |       |       |  |
| **#** | **Academic Vocabulary** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33** | Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. |       |       |  |
| **#** | **Language**  | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Materials support development and use of the conventions of standard English (grammar, spelling, capitalization, punctuation) to support student engagement in reading, writing, speaking, and listening.  |       |       |  |
| **35** | Materials include instructional opportunities for students to acquire and use general academic and domain-specific words and phrases in tandem with decoding, comprehension, and writing instruction.  |       |       |  |
| **36** | Materials include instructional opportunities for students to determine or clarify the meaning of unknown and multiple meaning words and phrases in tandem with instruction in comprehension and writing.  |       |       |  |
| **37** | Materials include instructional opportunities for students to understand figurative language, word relationships, and nuances in word meanings in tandem with instruction in comprehension and writing.  |       |       |  |
| **Additional New Mexico Content Standards for English Language Arts**The following are additional New Mexico standards that shall be utilized for grades K–5 in conjunction with the CCSS incorporated by reference in 6.29.13 NMAC. If Grade levels are provided, enter citations for those that apply. |
| **#** | **Reading Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **38** | * Grade 6 students will:

 (a) 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;(b) 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;(c) compare a cultural value as portrayed in literature with a personal belief or value.* Grade 7 students will:

 (a) 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; (b) 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;(c) use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value.* Grade 8 students will:

(a) 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;(b) 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;(c) use oral or written texts from various cultures, cite textual evidence that supports or negates reader inference of a cultural value. | Grade 6     Grade 7     Grade 8      | Grade 6     Grade 7     Grade 8      |  |
| **#** | **Speaking and Listening** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39** | Students in grades 6, 7, and 8 will:(1) understand the influence of heritage language in English speech patterns;(2) orally compare and contrast accounts of the same event and text;(3) demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. |       |       |  |

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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** |
| --- |
|  | **Key Criteria for Reading Foundations** |  |  |  |  |
| **#** | **Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.*****(Specify or cite how the following instructional recommendations occur within this curriculum.)*** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **40** | Materials allow for flexibility in meeting the needs of a wide range of students. Age-appropriate texts provide systematic opportunities for independent reading that appeals to interests of secondary-level students, develops conceptual knowledge, and love of reading.  |       |       |       |  |
| **41** | Materials provide cognitively demanding activities that elicit critical thinking and reasoning. |       |       |       |  |
| **42** | The program includes a balance of 45 percent literary and 55 percent literary nonfiction/informational across text uses: a) instructional texts; b) complex texts that challenge student growth in conceptual understandings, academic language, and reasoning; c) independent reading.  |       |       |       |  |
| **43** | Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text. By grade 8, the proportion of writing tasks should be 35 percent persuasive, 35 percent explanatory, and 30 percent to convey an experience, (real or imaginary experiences.) |       |       |       |  |
| **44** | Materials offer assessment opportunities that measure progress in foundations in reading. |       |       |       |  |
| **#** | **Fluency**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **45** | Content reading selections (read-aloud) facilitate accurate, confident and independent reading. |       |       |       |  |
| **46** | Reading selections represent a balance of literature and informational texts, are high quality, authentic texts worth reading and re-reading across multiple days and lessons, and can be used for addressing multiple content standards at grade level. |       |       |       |  |
| **47** | Content should include sufficient practice to achieve accuracy, and a variety of specific fluency building techniques supported by research. |       |       |       |  |
| **48** | Content should include sufficient practice to achieve accuracy, and a variety of specific fluency building techniques supported by research. |       |       |       |  |
| **#** | **Key Criteria for Text Selection** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **49** | The submission exhibits concrete evidence that quantitative and qualitative indexes have been used to select complex texts aligned to the Common Core State Standards. Further, submissions include a demonstrable staircase of text complexity. As materials progress within and across grades, topics or themes are included that systematically develop the knowledge base of students. |       |       |       |  |
| **50** | Reflect genres and text characteristics that are specifically required by the standards at each grade level. (e.g., informational text, narratives, poetry, plays speeches, scientific and historical documents.) |       |       |       |  |
| **51** | Provide a sequence of collection of texts, with specific anchor texts of grade level complexity that are selected for close reading. |       |       |       |  |
| **52** | Provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics. |       |       |       |  |
| **53** | Materials support instruction that teaches students to understand and analyze various points of view for narrative text (e.g., author, narrator, characters) and informational text (e.g., what the author wants to explain, multiple accounts of the same event) with increasing complexity. |       |       |       |  |
| **54** | Specific anchor texts are included for use in explicit, systematic instruction on increasingly complex aspects of narrative structures (e.g., story grammar, parallel plot, flashbacks, tragic resolution, etc.), drama, and poetry to support student understanding of this dimension of text complexity that impacts their capacity to grasp main ideas, distinguish relevant details, and summarize what has been read.  |       |       |       |  |
| **55** | Materials provide students extensive opportunities to read a variety of grade-level text (e.g., novels, plays and short and extended information texts.) |       |       |       |  |
| **56** | Provide text dependent questions and tasks that require the use of textual evidence, including supporting valid inferences from the text. |       |       |       |  |
| **57** | Provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards. |       |       |       |  |
| **#** | **Scaffolding and Supports**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **58** | Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts as required by the standards. |       |       |       |  |
| **59** | Specific scaffolding instruction is a prominent part of each lesson. Examples:* Begin a lesson with a short review of previous learning.
* Begin a lesson with a short statement of goals.
* Present new material in small steps, providing for student practice after each step.
* Give clear and detailed instructions and explanations.
* Provide a high level of active practice for all students.
* Guide students during initial practice.
* Provide systematic feedback and corrections.
 |       |       |       |  |
| **#** | **Academic Vocabulary**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **60** | Provide focused resources to support students’ acquisition for both general academic vocabulary and domain specific vocabulary. |       |       |       |  |
| **61** | Provide ample opportunities for students to practice the use of academic vocabulary in speaking and writing. |       |       |       |  |
| **#** | **Content** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Reflect integration of the CCSS across the various strands in English language arts. |       |       |       |  |
| **63** | Provide clearly stated learning goals and objectives for lessons and tasks aligned with 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 CCSS. |       |       |       |  |
| **#** | **Key Criteria for Questions and Tasks**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **66** | Questions and tasks cultivate students’ abilities to ask and answer questions based on the text and build knowledge through close reading of specific texts, including read-aloud. |       |       |       |  |
| **67** | Reading strategies support comprehension of specific texts and focus on building knowledge. |       |       |       |  |
| **68** | Reading passages are, by design, centrally located within materials, and include scaffolds so all students experience complexity of text. |       |       |       |  |
| **69** | Writing opportunities for students are prominent and varied. |       |       |       |  |
| **70** | Provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts. |       |       |       |  |
| **#** | **Assessment**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **71** | The program includes a diagnostic assessment to differentiate student placement within the program in order to ensure that students in the program receive the specific instruction that meets their learning needs, and regularly measures whether students are developing standards- based skills. |       |       |       |  |
| **72** | Content elicits direct, observable evidence of degree to which students can independently demonstrate foundational skills addressing reading, writing speaking and listening, as well as language. |       |       |       |  |
| **73** | Materials assess student proficiency using methods that are unbiased and accessible to all students. |       |       |       |  |
| **74** | Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling. |       |       |       |  |
| **75** | Materials assess students at a variety of knowledge levels (“Bloom’s Depth of Knowledge,” etc.) centered on grade level texts aligned with CCSS expectations. |       |       |       |  |
| **76** | Materials offer formative and summative assessment tools, clearly defining which standards are being assessed. |       |       |       |  |
| **77** | Materials offer rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance. |       |       |       |  |
| **78** | Materials include assessment materials that align with instructional materials for use in ongoing progress monitoring. |       |       |       |  |
| **#** | **Technology and Digital Resources****Construction and Design of Materials** **Reviewers:** Items 79-83 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low or none 0-4. | **Publishers: do not enter citations in this section** | **Score** |
| **79** | Materials include technology- based reference tools that provide teachers with additional tasks and references. |  |  |  |  |
| **80** | Materials include teacher guidance for use of embedded technology to support and enhance student engagement and learning, and provide opportunities for students’ presentations and projects. |  |  |  |  |
| **81** | Materials have appropriate font and print size and organization, and have a highly functional, yet inviting appearance. |  |  |  |  |
| **82** | Materials have a clearly organized Teachers’ Edition. |  |  |  |  |
| **83** | 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** |
| --- | --- | --- | --- | --- | --- |
| **84** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability, in addition to a variety of cultural perspectives. |       |       |       |  |
| **85** | The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **86** | 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. |       |       |       |  |
| **87** | The textbook provides visual presentations to assist students’ comprehension, and provides references to support learning, such as a glossary and word lists. |       |       |       |  |
| **88** | The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |       |       |       |  |
| **89** | 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. |       |       |       |  |
| **#** | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **90** | Teacher’s Edition is well organized and tiered, presenting learning progressions to provide an overview of the scope and sequence of skills and concepts, and has clear, measureable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **91** | Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |
| **92** | Teacher’s Edition includes content and information that support a variety of approaches to instruction |       |       |       |  |
| **93** | Teacher’s Edition includes writing activities that use CCSS standards, and where students explain their thinking. |       |       |       |  |
| **94** | Teacher’s Edition provides the teacher cooperative learning, and instructional strategies for every lesson, and daily or weekly lessons that use CCSS standards. |       |       |       |  |
| **95** | 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. |       |       |       |  |
| **96** | 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** |  |