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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** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Ask and answer questions about key details in a text. |  |  |  |
| **2** | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |  |  |  |
| **3** | Describe characters, settings, and major events in a story, using key details. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Identify words and phrases in stories or poems that suggest feelings, or appeal to the senses. |  |  |  |
| **5** | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |  |  |  |
| **6** | Identify who is telling the story at various points in a text. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Use illustrations and details in a story to describe its characters, setting, or events. |  |  |  |
| **8** | Compare and contrast the adventures and experiences of characters in stories. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9** | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |  |  |  |
|  | **Reading Standards for Informational Text** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Ask and answer questions about key details in a text. |  |  |  |
| **11** | Identify the main topic and retell key details of a text. |  |  |  |
| **12** | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |  |  |  |
| **14** | Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. |  |  |  |
| **15** | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Use the illustrations and details in a text to describe its key ideas. |  |  |  |
| **17** | Identify the reasons an author gives to support points in a text. |  |  |  |
| **18** | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.) |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | With prompting and support, read informational texts appropriately complex for grade 1. |  |  |  |
|  | **Reading Standards: Foundational Skills** |  |  |  |
|  | **Print Concepts** |  |  |  |
| **20** | Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.) |  |  |  |
|  | **Phonological Awareness** |  |  |  |
| **21** | Demonstrate understanding of spoken words, syllables, and sounds (phonemes.)  a. Distinguish long from short vowel sounds in spoken single-syllable words.  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | a.  b.  c.        d. | a.  b.  c.        d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Phonics and Word Recognition** |  |  |  |
| **22** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Know the spelling-sound correspondences for common consonant digraphs.  b. Decode regularly spelled one-syllable words.  c. Know final -e and common vowel team conventions for representing long vowel sounds.  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  e. Decode two-syllable words following basic patterns by breaking the words into syllables.  f. Read words with inflectional endings.  g. Recognize and read grade-appropriate irregularly spelled words. | a.  b.  c.        d.  e.  f.  g. | a.  b.  c.        d.  e.  f.  g. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_  g\_\_\_ |
|  | **Fluency** |  |  |  |
| **23** | Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
|  | **Writing Standards** |  |  |  |
|  | **Text Types and Purposes** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **24** | Write opinion pieces in which students introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |  |  |  |
| **25** | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |  |  |  |
| **26** | Write narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |  |  |  |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27** | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |  |  |  |
| **28** | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |  |  |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **29** | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.) |  |  |  |
| **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** |  |  |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31** | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.)  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **32** | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |  |  |  |
| **33** | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  |  |  |
| **35** | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |  |  |  |
| **36** | Produce complete sentences when appropriate to task and situation. (See grade 1 CCSS Language standards 1 and 3 on page 26 for specific expectations.) |  |  |  |
|  | **Language Standards** |  |  |  |
|  | **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.  a. Print all upper- and lowercase letters.  b. Use common, proper, and possessive nouns.  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We* *hop*).  d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their;* *anyone, everything*.)  e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home;* *Today I walk home; Tomorrow I will walk* *home*.)  f. Use frequently occurring adjectives.  g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*.)  h. Use determiners (e.g., articles, demonstratives.)  i. Use frequently occurring prepositions (e.g., *during, beyond, toward*.)  j. Produce and expand complete simple and compound declarative, interrogative, Imperative and exclamatory sentences in response to prompts. | a.  b.  c.        d.  e.  f.  g.  h.  i.  j. | a.  b.  c.        d.  e.  f.  g.  h.  i.  j. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_  g\_\_\_  h\_\_\_  i\_\_\_  j\_\_\_ |
| **38** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize dates and names of people.  b. Use end punctuation for sentences.  c. Use commas in dates and to separate single words in a series.  d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | a.  b.  c.        d.  e. | a.  b.  c.        d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
|  | **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 grade 1 reading and content, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Use frequently occurring affixes as a clue to the meaning of a word.  c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*.) | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **40** | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes.)  c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).  d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance,* *stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or 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, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*.) |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | |
|  | **Reading Literature: Grade 1 students will:** |  |  |  |
| **42** | Identify main topic, retell key details of a text, and make predictions. |  |  |  |
| **43** | Identify characters and simple story lines from selected myths and stories from around the world. |  |  |  |
|  | **Writing Standards** |  |  |  |
| **44** | Apply digital tools to gather, evaluate, and use information. |  |  |  |
|  | **Speaking and Listening** |  |  |  |
| **45** | Describe events related to the students’ experiences, nations, and cultures. |  |  |  |
| **46** | Follow simple written and oral instructions. |  |  |  |

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|  | **Publisher’s Criteria - Content** | **Citation Level 2** | **Citation Level 3** |  |
| **47** | Materials provide cognitively demanding activities that elicit critical thinking and reasoning. |  |  |  |
| **48** | Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. |  |  |  |

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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** |
| **49** | Materials include effective instruction for all aspects of foundational reading (including distributed practice.) |  |  | |  |  |
| **50** | Fluency is a focus of instructional materials. Materials should include routines and guidance to monitor the consolidation of skills as students are learning them. |  |  | |  |  |
| **51** | Materials offer assessment opportunities that measure progress in foundations in reading. |  |  | |  |  |
|  | **Fluency** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **52** | Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading. |  |  | |  |  |
| **53** | 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. |  |  | |  |  |
| **54** | 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** |
| **55** | 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.) |  |  | |  |  |
| **56** | Material provides a sequence of collection of texts, with specific anchor texts of grade level complexity that are selected for close reading. |  |  | |  |  |
| **57** | Material provides a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking. |  |  | |  |  |
|  | **Text Selection- Quality of Texts**  **High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **58** | Informational text with a variety of speeches, articles, essays, and literary nonfiction material. |  |  | |  |  |
| **59** | Provide text dependent questions and tasks that require the use of textual evidence, including supporting valid inferences from the text. |  |  | |  |  |
|  | **Scaffolding and Supports** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **60** | 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. |  |  | |  |  |
| **61** | Provide opportunities to enable all students to experience rather than avoid complexity of text through scaffolding. |  |  | |  |  |
|  | **Academic Vocabulary Content** | **Occurrence 1** | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **62** | Provide focused resources to support students’ acquisition for both general academic vocabulary and domain specific vocabulary. |  |  | |  |  |
| **63** | Provide ample opportunities for students to practice the use of academic vocabulary in speaking and writing. |  |  | |  |  |
| **64** | 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** |
| **65** | Questions and tasks cultivate students’ abilities to ask and answer questions based on the text. |  |  | |  |  |
| **66** | Materials provide opportunities for students to 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** | Writing opportunities for students are prominent and varied. |  |  | |  |  |
| **69** | Materials 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** |
| **70** | Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling. |  |  | |  |  |
| **71** | Content offers formative and summative assessment tools, clearly defining which standards are being assessed. |  |  | |  |  |
| **72** | Content offers rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance. |  |  | |  |  |
| **73** | Materials offer assessment opportunities that measure progress in foundations in reading. |  |  | |  |  |
|  |  |  | | | |  |
|  | **Technology and Digital Resources**  **Reviewers:** Items 74-75 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low 0 – 4. | **Publishers: do not enter citations in this section** | | | | **Score** |
| **74** | Include technology- based reference tools that provide teachers with additional tasks and references. |  | |  |  |  |
| **75** | Provide opportunities for students’ presentations, reading, and projects using technology. |  | |  |  |  |
|  | **Construction and Design of Materials**  **Reviewers:** Items 76-78 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low 0 – 4. | **Publishers: do not enter citations in this section** | | | | **Score** |
| **76** | Materials have a highly functional yet inviting appearance. |  |  | |  |  |
| **77** | Materials have a clearly organized Teachers’ Edition. | **Publishers: do not enter citations in this section** | | | |  |
| **78** | Have 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** |
| --- | --- | --- | --- | --- | --- |
| **79** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **80** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  |
| **81** | The textbook provides assignments with activities for students, including ELL students, requiring responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **82** | 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. |  |  |  |  |
| **83** | The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |  |  |  |  |
| **84** | 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** |
| **85** | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |  |  |  |  |
| **86** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  |
| **87** | Teacher’s Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  |
| **88** | Writing activities that allow students to explain their thinking; |  |  |  |  |
| **89** | Teacher’s Edition has embedded 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. |  |  |  |  |
| **90** | Teacher’s Edition student assessments are accompanied by student work exemplars, are embedded, and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |  |  |  |  |

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