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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** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |  |  |  |
| **2** | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |  |  |  |
| **3** | Describe how characters in a story respond to major events and challenges. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |  |  |  |
| **5** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |  |  |  |
| **6** | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |  |  |  |
| **8** | (Not applicable to literature) |  |  |  |
| **9** | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
|  | **Reading Standards for Informational Text** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **11** | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. |  |  |  |
| **12** | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |  |  |  |
| **13** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **14** | Determine the meaning of words and phrases in a text relevant to a *grade 2 topics or subject area*. |  |  |  |
| **15** | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |  |  |  |
| **16** | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **17** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |  |  |
| **18** | Describe how reasons support specific points the author makes in a text. |  |  |  |
| **19** | Compare and contrast the most important points presented by two texts on the same topic. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **20** | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
|  | **Reading Standards: Foundational Skills** |  |  |  |
|  | **Phonics and Word Recognition** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **21** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound correspondences.  f. Recognize and read grade-appropriate irregularly spelled words. | a.  b.  c.  d.  e.  f. | a.  b.  c.  d.  e.  f. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_ |
|  | **Fluency** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22** | 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** |
| **23** | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. |  |  |  |
| **24** | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |  |  |  |
| **25** | Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |  |  |  |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **26** | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |  |  |  |
| **27** | 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** |
| **28** | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.) |  |  |  |
| **29** | 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** |
| **30** | Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **31** | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |  |  |  |
| **32** | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |  |  |  |
| **34** | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |  |  |  |
| **35** | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Common Core Standards 1 and 3 on page 26 for specific expectations.) |  |  |  |
|  | **Language Standards** |  |  |  |
|  | **Conventions of Standard English** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **36** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use collective nouns (e.g., *group*.)  b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice,* *fish*.)  c. Use reflexive pronouns (e.g., *myself, ourselves*).  d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, and told*.)  e. Use adjectives and adverbs, and choose between them depending on what is to be modified.  f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy* *watched the movie; The little boy watched the* *movie; The action movie was watched by the little boy*). | a.  b.  c.  d.  e.  f. | a.  b.  c.  d.  e.  f. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_ |
| **37** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.  b. Use commas in greetings and closings of letters.  c. Use an apostrophe to form contractions and frequently occurring possessives.  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil.)  e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
|  | **Knowledge of Language** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **38** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Compare formal and informal uses of English. |  |  |  |
|  | **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 2 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. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*.)  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly;* *bookshelf, notebook, bookmark*.)  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
| **40** | Demonstrate understanding of word relationships and nuances in word meanings.  a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*.)  b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*.) | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
| **41** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*.) |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | |
|  | **Reading Literature** |  |  |  |
| **42** | Students will identify the main topic, retell key details of a text, and make predictions. |  |  |  |
| **43** | Students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity. |  |  |  |
|  | **Writing Standards: Production and Distribution of Writing** |  |  |  |
| **44** | Students will apply digital tools to gather, evaluate, and use information. |  |  |  |
| **45** | Students will use digital media and environments to communicate and work collaboratively. |  |  |  |
|  | **Speaking and Listening: Presentation of Knowledge and Ideas** |  |  |  |
| **46** | Students will describe events related to experiences, nations, and cultures. |  |  |  |

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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**  **(Specify or cite how the following instructional recommendations occur within this curriculum)** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Key Criteria for Reading Foundations** |  |  |  |  |
|  | **Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **49** | Materials allow for flexibility in meeting the needs of a wide range of students. |  |  |  |  |
| **50** | Materials include effective instruction for all aspects of foundational reading (including distributed practice.) |  |  |  |  |
| **51** | Fluency is a focus of instructional materials. Materials should include routines and guidance to monitor the consolidation of skills as students are learning them. |  |  |  |  |
| **52** | Materials offer assessment opportunities that measure progress in foundations in reading, writing, speaking, and listening. |  |  |  |  |
|  | **Fluency** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **53** | Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading. |  |  |  |  |
| **54** | 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. |  |  |  |  |
|  | **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** | Provide a sequence of collection of texts, with specific anchor texts of grade level complexity that are selected for close reading. |  |  |  |  |
| **57** | Provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics. |  |  |  |  |
|  | **Text Selection- Quality of Texts**  **High-quality of texts is worth reading closely and exhibit exceptional craft and thought and/or provides 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** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Provide focused resources to support students’ acquisition for both general academic vocabulary and domain specific vocabulary. |  |  |  |  |
|  | **Content** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **63** | 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** |
| **64** | Questions and tasks cultivate students’ abilities to ask and answer questions based on the text. |  |  |  |  |
| **65** | Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-aloud.) |  |  |  |  |
| **66** | Reading Strategies support comprehension of specific texts and focus on building knowledge. |  |  |  |  |
| **67** | Writing opportunities for students are prominent and varied. |  |  |  |  |
| **68** | 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** |
| **69** | Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling. |  |  |  |  |
| **70** | Offer formative and summative assessment tools, clearly defining which standards are being assessed. |  |  |  |  |
| **71** | Offer rubrics and scoring guidelines for accompanying assessments that provide teachers sufficient guidance in interpreting student performance. |  |  |  |  |
|  | **Materials offer assessment opportunities that measure progress in foundations in reading.**  **Reviewers:** Items 72-74 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** |
|  | **Technology and Digital Resource Materials** |  |  |  |  |
| **72** | Include technology- based reference tools that provide teachers with additional tasks and references. |  |  |  |  |
| **73** | Include teacher guidance for use of embedded technology to support and enhance student engagement and learning. |  |  |  |  |
| **74** | Provide opportunities for students’ presentations, reading, and projects using technology. |  |  |  |  |
|  | **Construction and Design of Materials**  **Reviewers:** Items 75-77 are to be scored based upon reviewer assessment as follows: High 8 – 10; Medium 5 – 7; Low 0 – 4.  **Materials have** | **Publishers: do not enter citations in this section** | | | **Score** |
| **75** | Materials have a highly functional yet inviting appearance |  |  |  |  |
| **76** | Materials have a clearly organized Teachers’ Edition |  |  |  |  |
| **77** | Materials 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** |
| --- | --- | --- | --- | --- | --- |
| **78** | The textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **79** | The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  |
| **80** | 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. |  |  |  |  |
| **81** | 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. |  |  |  |  |
| **82** | The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |  |  |  |  |
| **83** | 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** |
| **84** | The Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |  |  |  |  |
| **85** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction. |  |  |  |  |
| **86** | The Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners. |  |  |  |  |
| **87** | Teacher’s Edition includes writing activities where students explain their thinking. |  |  |  |  |
| **88** | 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. |  |  |  |  |
| **89** | 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** |  |