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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 to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |
| **2** | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |  |  |  |
| **3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |  |  |  |
| **5** | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |  |  |  |
| **6** | Distinguish students’ own point of view from that of the narrator or those of the characters. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.) |  |  |  |
| **8** | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.) |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **9** | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. |  |  |  |
|  | **Reading Standards for Informational Text** |  |  |  |
|  | **Key Ideas and Details** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |
| **11** | Determine the main idea of a text; recount the key details and explain how they support the main idea. |  |  |  |
| **12** | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |  |  |  |
|  | **Craft and Structure** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topics or subject area*. |  |  |  |
| **14** | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  |  |  |
| **15** | Distinguish their own point of view from that of the author of a text. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.) |  |  |  |
| **17** | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.) |  |  |  |
| **18** | Compare and contrast the most important points and key details presented in two texts on the same topic. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |  |  |  |
|  | **Reading Standards: Foundational Skills** |  |  |  |
|  | **Phonics and Word Recognition** |  |  |  |
| **20** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllabic words.  d. Read grade-appropriate irregularly spelled words. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Fluency** |  |  |  |
| **21** | Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level prose and poetry 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\_\_\_ |
|  | **Text Types and Purposes** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **22** | Write opinion pieces on topics or texts, supporting a point of view with reasons.  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.  d. Provide a concluding statement or section. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **23** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.  d. Provide a concluding statement or section. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **24** | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **25** | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |  |  |  |
| **26** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of CCSS Language standards 1–3 up to and including grade 3) |  |  |  |
| **27** | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |  |  |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **28** | Conduct short research projects that build knowledge about a topic. |  |  |  |
| **29** | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |  |  |  |
|  | **Range of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **30** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |  |
|  | **Speaking and Listening Standards** |  |  |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **31** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. 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.)  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Students explain their own ideas and understanding in light of the discussion. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **32** | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |
| **33** | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |  |  |  |
| **35** | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. |  |  |  |
| **36** | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |  |  |  |
|  | **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. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  b. Form and use regular and irregular plural nouns.  c. Use abstract nouns (e.g., *childhood*.)  d. Form and use regular and irregular verbs.  e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.  f. Ensure subject-verb and pronoun-antecedent agreement.  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  h. Use coordinating and subordinating conjunctions.  i. Produce simple, compound, and complex sentences. | a.  b.  c.  d.  e.  f.  g.  h.  i. | a.  b.  c.  d.  e.  f.  g.  h.  i. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_  g\_\_\_  h\_\_\_  i\_\_\_ |
| **38** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize appropriate words in titles.  b. Use commas in addresses.  c. Use commas and quotation marks in dialogue.  d. Form and use possessives.  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness*.*)  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | a.  b.  c.  d.  e.  f.  g. | a.  b.  c.  d.  e.  f.  g. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_  f\_\_\_  g\_\_\_ |
|  | **Knowledge of Language** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written standard English. | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **Vocabulary Acquisition and Use** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **40** | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading andcontent,choosing flexibly from a range 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **41** | Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered.) | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **42** | Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | |
|  | **Reading Literature Grade 3 students will:** |  |  |  |
| **43** | Ask and answer questions and make predictions to demonstrate understanding of a text. |  |  |  |
| **44** | Develop understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition. |  |  |  |
|  | **Writing- Production and distribution of writing** |  |  |  |
| **45** | Students will use digital media environments to communicate and work collaboratively, including at a distance to support individual learning and to contribute to the learning of others. |  |  |  |
|  | **Writing- Research to Build Present Knowledge** |  |  |  |
| **46** | Gather relevant information and multiple sources, including oral knowledge. |  |  |  |
| **47** | Apply digital tools to gather, evaluate and use information. |  |  |  |

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|  | **Speaking and listening** | **Citation Level 2** | **Citation Level 3** |  |
| **48** | Understand the influence of heritage language in English speech patterns. |  |  |  |
| **49** | Orally compare and contrast accounts of the same event and text. |  |  |  |
| **50** | Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. |  |  |  |

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| **SECTION I:** | **TOTAL SECTION SCORE** |  |
| **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 Text Selection** |  |  |  |  |
|  | **Text complexity: Texts for each grade align with the complexity requirements outlined in the CCSS.** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **51** | Materials allow all students (including those who are behind) have extensive opportunities to encounter grade-level complex text. |  |  |  |  |
| **52** | Materials provide shorter, challenging texts that elicit close reading and re-reading of text for struggling readers. |  |  |  |  |
| **53** | Materials provide novels, plays and other extended full-length readings with opportunities for close reading. |  |  |  |  |
| **54** | Additional materials aimed to increase regular independent reading of texts that appeal to students’ interests while developing knowledge and joy of reading. |  |  |  |  |
|  | **Range and Quality of Texts:** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **55** | Materials provide a balance of texts and instructional time to include equal measures of literacy and informational text. |  |  |  |  |
| **56** | Materials provide a sequence or collection of texts, with specific anchor texts, that build knowledge systematically through reading, writing, listening and speaking about topics. |  |  |  |  |
|  | **Key Criteria for Questions and Tasks** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **57** | Materials provide high quality text dependent questions and tasks for all students, including ELL students. |  |  |  |  |
| **58** | Materials provide high quality sequences of text dependent questions that elicit sustained attention to the text and their impact. |  |  |  |  |
| **59** | Materials provide questions and tasks that require textual evidence, including supporting, valid inferences from the text. |  |  |  |  |
| **60** | Materials provide instructional design cultivating students’ interest and engagement in reading rich text while incorporating the use of academic language. |  |  |  |  |
|  | **Scaffolding** |  |  |  |  |
| **61** | Materials provide scaffolding opportunities that enable **all** students to experience rather than avoid complexity of text. |  |  |  |  |
|  | **Reading Strategies** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Materials provide reading strategies to support comprehension of specific texts and focus on building knowledge and insight. |  |  |  |  |
| **63** | Materials provide a design foe whole-group, small-group, and individual instruction that cultivate student responsibility and independence. |  |  |  |  |
| **64** | Materials offer assessment opportunities that genuinely measure progress. |  |  |  |  |
|  | **Key Criteria for Academic Vocabulary** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **65** | Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. |  |  |  |  |
| **66** | Materials provide guidance to students to gather as much as they can about the meaning of words from the content at grade level. |  |  |  |  |
|  | **Key Criteria for Writing to Sources and Research** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **67** | Materials portray writing to sources as a key task. |  |  |  |  |
| **68** | Materials focus on forming arguments as well as informative writing. |  |  |  |  |
|  | **Additional Key Criteria for Student Reading, Writing, Listening, and Speaking.** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **69** | Materials provide systematic opportunities to students to read complex text with fluency. |  |  |  |  |
| **70** | Materials provide guidelines for differentiated instruction, including materials for flexible grouping. |  |  |  |  |
|  | **Technology** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **71** | Materials use multimedia and technology to deepen attention to evidence and text. |  |  |  |  |
| **72** | Materials provide items assessing speaking and listening that reflect true communication skills in the area of technology. |  |  |  |  |
| **73** | Materials assist in providing opportunities for student presentations, reading, and projects using technology. |  |  |  |  |
|  | **Assessment** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **74** | Content regularly assesses whether students are developing standard-based skills. |  |  |  |  |
| **75** | 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. |  |  |  |  |
| **76** | Content addresses student proficiency using methods that are unbiased and accessible to **all** students. |  |  |  |  |
| **77** | Content includes assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are struggling. |  |  |  |  |
|  | **Efficacy of Aligned Materials** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **78** | Materials must have a clear and documented research base. |  |  |  |  |

|  | **SECTION 2.B – Other Relevant Criteria – Student Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| --- | --- | --- | --- | --- | --- |
| **79** | Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  |  |  |  |
| **80** | Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  |  |  |  |
| **81** | 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** | Textbook provides visual presentations to assist students’ comprehension. |  |  |  |  |
| **83** | Textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |  |  |  |  |
| **84** | 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. |  |  |  |  |
| **85** | 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** |
| **86** | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |  |  |  |  |
| **87** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction as well as cooperative learning opportunities. |  |  |  |  |
| **88** | Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students, including below proficiency, advanced learners, and ELL learners. |  |  |  |  |
| **89** | Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  |  |  |  |
| **90** | Teacher’s Edition includes content and information that support a variety of approaches to instruction. |  |  |  |  |
| **91** | Teacher’s Edition has various embedded 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. |  |  |  |  |
| **92** | 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** |  |