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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** | | | | | |
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|  | **Reading Standards for Literature** | |  |  |  |
|  | **Key Ideas and Details** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text. | |  |  |  |
| **2** | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges, or how the speaker in a poem reflects upon a topic; summarize the text. | |  |  |  |
| **3** | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.) | |  |  |  |
|  | **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, including figurative language such as metaphors and similes. | |  |  |  |
| **5** | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | |  |  |  |
| **6** | Describe how a narrator’s or speaker’s point of view influences how events are described. | |  |  |  |
|  | **Integration of Knowledge and Ideas** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem.) | |  |  |  |
| **8** | Compareand contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics | |  |  |  |
|  | **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 independently and proficiently, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity. | |  |  |  |
|  | **Reading Standards for Informational Text** | |  |  |  |
|  | **Key Ideas and Details** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text. | |  |  |  |
| **11** | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | |  |  |  |
|  | **Craft and Structure** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **12** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area. | |  |  |  |
| **13** | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. | |  |  |  |
| **14** | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | |  |  |  |
|  | **Integration of Knowledge and Ideas** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15** | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | |  |  |  |
| **16** | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reason and what information can be used as supportive evidence. | |  |  |  |
| **17** | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **18** | By the end of the year, read and comprehend informational texts, independently and proficiently, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity. | |  |  |  |
|  | **Reading Standards: Foundational Skills** | |  |  |  |
|  | **Phonics and Word Recognition** | |  |  |  |
| **19** | Know and apply grade-level phonics and word analysis skills in decoding words.  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context. | |  |  |  |
|  | **Fluency** | |  |  |  |
| **20** | 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\_\_\_ |
|  | **Writing Standards** | |  |  |  |
|  | **Text Types and Purposes** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **21** | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically.)  d. Provide a concluding statement or section related to the opinion presented. | | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **22** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, other information and examples related to the topic.  c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially.)  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented. | | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
| **23** | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events, or show the responses of characters to situations.  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events. | | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
|  | **Production and Distribution of Writing** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **24** | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Grade-specific expectations for writing types are defined in standards #1–3 above. | |  |  |  |
| **25** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5. | |  |  |  |
| **26** | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | |  |  |  |
|  | **Research to Build and Present Knowledge** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27** | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | |  |  |  |
| **28** | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | |  |  |  |
| **29** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”)  b. Apply *grade 5* reading standardsto informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”) | | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **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** | Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5* 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 and carry out assigned roles.  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | | a.  b.  c.  d. | a.  b.  c.  d. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_ |
| **32** | Summarize a written text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. | |  |  |  |
| **33** | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | |  |  |  |
|  | **Presentation of Knowledge and Ideas** | | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | |  |  |  |
| **35** | Include multimedia components (e.g., graphics, sound) and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes. | |  |  |  |
| **36** | Adapt speech to a variety of contexts and tasks, using formal English, when appropriate, to task and situation. (See grade 5 language standards 1 and 3 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. Explain the function of conjunctions, prepositions, and interjections, in general, and their function in particular sentences.  b. Form and use the perfect (e.g., I had walked; Ihave walked; I will have walked) verb tenses.  c. Use verb tense to convey various times, sequences, states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.  e. Use correlative conjunctions (e.g., either/or, neither/nor). | | a.  b.  c.  d.  e. | a.  b.  c.  d.  e. | a\_\_\_  b\_\_\_  c\_\_\_  d\_\_\_  e\_\_\_ |
| **38** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.  c. Use a comma to set off the words yesand no(e.g., Yes, thank you), to set off a tag questionfrom the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?)  d. Use underlining, quotation marks, or italics to indicate titles of works.  e. Spell grade-appropriate words correctly, consulting references as needed. | | 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** |
| **39** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | 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 words and phrases based on grade 5 reading and content*,* choosing flexibly from a range of strategies.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis.)  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **41** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **42** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition.) | |  |  |  |
| **Additional New Mexico Content Standards for English Language Arts** | | | | | |
|  | | **Reading Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **43** | | Students will develop an understanding of people, cultures, and societies and explore self-identity though literature, media, and oral tradition. |  |  |  |
| **44** | | Students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective. |  |  |  |
|  | | **Writing Standards: Production and Distribution** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **45** | | Students will gather relevant information from multiple sources, including oral knowledge. |  |  |  |
| **46** | | Students will apply digital tools to gather, evaluate, and use information. |  |  |  |
| **47** | | Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. |  |  |  |
|  | | **Speaking and Listening** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **48** | | Students will understand the influence of heritage language in English speech patterns. |  |  |  |
| **49** | | Students will orally compare and contrast accounts of the same event and text. |  |  |  |
| **50** | | Students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. |  |  |  |

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|  | **Publisher’s Criteria - Content** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **51** | Materials provide activities such as taking notes on main ideas, asking relevant questions, and elaborating. |  |  |  |
| **52** | Materials provide activities where students have an opportunity to engage with peers and collaborate in groups. |  |  |  |
| **53** | Materials provide teacher resources to support research based strategies for instruction at grade level. |  |  |  |

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

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

| **SECTION 2.A: Other Relevant Criteria – Publisher’s Criteria**  **(Specify or cite how the following instructional recommendations occur within this curriculum)** | | | | | | | | |
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|  | **Key Criteria for Text Selection** | |  | |  | |  |  |
|  | **Text Complexity** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **54** | All students (including those who are behind) have extensive opportunities to encounter grade-level complex texts. | |  | |  | |  |  |
| **55** | Shorter, challenging text that elicit close reading and re-reading are provided regularly at each grade level. | |  | |  | |  |  |
|  |  | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **56** | Materials provide activities for distinguishing and interpreting words with multiple meanings. | |  | |  | |  |  |
|  |  | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **57** | Materials provide activities where students gradually minimize supports to work toward independent work. | |  | |  | |  |  |
| **58** | Materials include activities to incorporate scaffolding, and re-reading for deeper understanding of text. | |  | |  | |  |  |
|  | **Range and Quality of Texts:** | |  | |  | |  |  |
| **59** | Materials are recalibrated to reflect a mix of 50 percent informational text, and 50 percent literary text at grade level. | |  | |  | |  |  |
|  |  | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **60** | High quality texts are used, are worth reading, and exhibit exceptional craft, as well as useful information. | |  | |  | |  |  |
|  | **Criteria for Key Questions and Tasks** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **61** | Instructional design cultivates student interest and engagement in reading rich texts carefully. | |  | |  | |  |  |
|  | **Cultivating Students’ ability to Read Complex Texts Independently** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **62** | Reading strategies support comprehension of specific texts and focus on building knowledge and insight. | |  | |  | |  |  |
|  |  | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **63** | Questions and tasks require careful comprehension of the text, before asking for further evaluation or interpretation. | |  | |  | |  |  |
|  | **Key Criteria for Academic Vocabulary** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **64** | Materials focus on academic vocabulary prevalent in a complex text, through reading, writing, listening, and speaking instruction. | |  | |  | |  |  |
| **65** | Materials provide opportunities where students are exposed to diverse vocabulary through reading stories provided by informational texts keeping struggling and ELL students in mind. | |  | |  | |  |  |
|  | **High Quality, Text Dependent Questions and Tasks** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **66** | Materials provide activities involving texts requiring students to demonstrate mastery from evidence drawn from text. | |  | |  | |  |  |
| **67** | Questions and tasks require careful comprehension of the text, before asking for further critique, evaluation, or interpretation. | |  | |  | |  |  |
| **68** | Materials provide writing strategies that reflect actual practice at all grades levels. | |  | |  | |  |  |
|  | **Writing and Research that Analyzes Sources and Deploys Evidence** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **69** | Materials provide evidence of increasing focus on argument and informative writing. | |  | |  | |  |  |
| **70** | Materials provide extensive practice with short, focused research projects. | |  | |  | |  |  |
| **71** | Materials provide activities that mirror real world activities. | |  | |  | |  |  |
|  | **Criteria for Student Reading, Writing, Speaking and Listening** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **72** | Materials require independent student work throughout the curriculum. | |  | |  | |  |  |
| **73** | Materials skillfully use multimedia and technology to deepen encounters with texts and to provide opportunities for presenting and sharing information. | |  | |  | |  |  |
| **74** | Materials provide speaking and listening prompts and questions offering opportunities for students to share evidence and research. | |  | |  | |  |  |
|  | **Efficacy of Aligned Materials** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | **Score** |
| **75** | Publishers provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. | |  | |  | |  |  |
| **76** | Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles without lowering text complexity levels. | |  | |  | |  |  |
| **77** | Materials provide a balanced representation of people and points of view regarding issues of race, gender, religion, ethnic groups and culture. | |  | |  | |  |  |
|  | **SECTION 2.B – Other Relevant Criteria – Student Edition** | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** |
| **78** | Textbook provides pictorials, graphics and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |  | |  | |  | |  |
| **79** | Textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences. |  | |  | |  | |  |
| **80** | Textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, religion, creed, national origin, age, gender, language or disability. |  | |  | |  | |  |
| **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 the student with ongoing review and practice for the purpose of retaining previously acquired knowledge. |  | |  | |  | |  |
| **83** | Textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art, and sports in addition to connections with their personal experiences. |  | |  | |  | |  |
| **84** | 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** |
| **85** | Within each lesson of the Teacher’s Edition, there are clear, measurable learning objectives and opportunities for differentiated instruction. |  | |  | |  | |  |
| **86** | 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 provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |  | |  | |  | |  |
| **88** | Teacher’s Edition presents writing activities where students explain their thinking. |  | |  | |  | |  |
| **89** | Teacher’s Edition provides opportunities for students to explore presentation of knowledge and ideas, enhanced through organization and style for an audience, via the use of visual displays, technology and appropriate use of language. |  | |  | |  | |  |
| **90** | Teacher’s Edition provides 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. |  | |  | |  | |  |
| **91** | Teacher’s Edition provides embedded student assessments that are accompanied by student work exemplars and that score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration. |  | |  | |  | |  |

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