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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.
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| **SECTION 1: Common Core State Standards – English Language Arts** |
| --- |
| **#** | **Reading Standards for Sixth Grade** |  |  |  |
|  | **Key Ideas and Details-Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |       |       |  |
| **2** | Determine a theme, or central idea of a text, and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |       |       |  |
| **3** | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  |       |       |  |
|  | **Craft and Structure-Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **4** | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  |       |       |  |
| **5** | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |       |       |  |
| **6** | Explain how an author develops the point of view of the narrator or speaker in a text.  |       |       |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.  |       |       |  |
| **8** | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of 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, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |       |       |  |
| **#** | **Reading Standards for Informational Text Sixth Grade** |  |  |  |
|  | **Key Ideas and Details-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |       |       |  |
| **11** | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  |       |       |  |
| **12** | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.)  |       |       |  |
|  | **Craft and Structure-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  |       |       |  |
| **14** | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.  |       |       |  |
| **15** | Determine an author’s point of view, or purpose in a text and explain how it is conveyed in the text.  |       |       |  |
|  | **Integration of Knowledge and Ideas-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  |       |       |  |
| **17** | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  |       |       |  |
| **18** | Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)  |       |       |  |
|  | **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 nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |       |       |  |
|  | **Writing Standards Sixth Grade** |  |  |  |
|  | **Text Types and Purposes/Arguments** | **Citation Level 2**  | **Citation Level 3** | **Score** |
| **20** | Write arguments to support claims with clear reasons and relevant evidence.  |       |       |  |
| **21** | Introduce claim(s) and organize the reasons and evidence clearly.  |       |       |  |
| **22** | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  |       |       |  |
| **23** | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  |       |       |  |
| **24** | Establish and maintain a formal style.  |       |       |  |
| **25** | Provide a concluding statement or section that follows from the argument presented.  |       |       |  |
|  | **Production and Distribution of Writing** | **Citation Level 2**  | **Citation Level 3** | **Score** |
| **26** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |       |       |  |
| **27** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |       |       |  |
| **28** | 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 three pages in a single sitting.  |       |       |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2**  | **Citation Level 3** | **Score** |
| **29** | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  |       |       |  |
| **30** | Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  |       |       |  |
| **31** | Draw evidence from literary or informational texts to support analysis, reflection, and research. 1. Apply *grade 6 reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”)
2. Apply *grade 6 reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”)
 | a.      b.        | a.      b.        | a\_\_\_b\_\_\_ |
|  | **Range of Writing** | **Citation Level 2** | **Citation Level 3** | **Score**  |
| **32** | 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 - Sixth Grade** |   |   |  |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  |       |       |  |
| **34** | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  |       |       |  |
| **35** | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  |       |       |  |
| **36** | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  |       |       |  |
| **37** | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.  |       |       |  |
| **38** | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |       |       |  |
| **39** | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |       |       |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2**  | **Citation Level 3**  | **Score** |
| **40** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  |       |       |  |
| **41** | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.)  |       |       |  |
| **42** | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  |       |       |  |
|  | **Language Standards-Sixth Grade** |   |   |  |
|  | **Conventions of Standard English** |  **Citation Level 2** |  **Citation Level 3** | **Score** |
| **43** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. Ensure that pronouns are in the proper case (subjective, objective, possessive.)
2. Use intensive pronouns (e.g., *myself, ourselves*.)
3. Recognize and correct inappropriate shifts in pronoun number and person.
4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.)
5. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
 | a.      b.       c.      d.      e.       | a.      b.       c.      d.      e.       | a\_\_\_b\_\_\_c\_\_\_d\_\_\_e\_\_\_ |
| **44** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
2. Spell correctly.
 | a.      b.        | a.      b.        | a\_\_\_b\_\_\_ |
|  | **Knowledge of Language** | **Citation Level 2** |  **Citation Level 3** | **Score** |
| **45** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.1. Vary sentence patterns for meaning, reader/ listener interest, and style.
2. Maintain consistency in style and tone.
 | a.      b.        | a.      b.        | a\_\_\_b\_\_\_  |
|  | **Vocabulary Acquisition and Use** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **46** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  |       |       |  |
| **47** | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  |       |       |  |
| **48** | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*.)  |       |       |  |
| **49** | Consult both print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  |       |       |  |
| **50** | Verify the preliminary determination of  the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.)  |       |       |  |
| **51** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 1. Interpret figures of speech (e.g., personification) in context.
2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty.)
 | a.      b.       c.       | a.      b.       c.       | a\_\_\_b\_\_\_c\_\_\_ |
| **52** | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |       |       |  |
| **Additional New Mexico Content Standards for English Language Arts** |  |       |       |
|  | **CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS, Grades 6:**  |  |  |  |
|  | **Key ideas and details** |  |  |  |
| **53** | Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present. |       |       |  |
| **54** | Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society. |       |       |  |
| **55** | Compare a cultural value as portrayed in literature with a personal belief or value. |       |       |  |
| **56** | Reading standards for informational text: integration of knowledge and ideas.1. distinguish between primary and secondary sources;
2. describe how the media uses propaganda, bias, and stereotyping to influence audiences.
 | a.      b.        | a.      b.        | a\_\_\_b\_\_\_ |
| **57** | Speaking and listening standards: presentation of knowledge and ideas.1. understand the influence of heritage language in English speech patterns;
2. orally compare and contrast accounts of the same event and text;
3. within a variety of cultural settings, demonstrate appropriate listening skills for understanding and cooperation.
 | a.      b.       c.       | a.      b.       c.       | a\_\_\_b\_\_\_c\_\_\_ |
| **58** | SECTION 1: Alignment to Common Core Standards: At the heart of the Common Core Standards is a substantial shift in English Language Arts instruction that demands a focus on high quality texts, high-quality text-dependent and text-specific questions, and writing to sources. The three shifts in 6-12 English Language Arts include: 1. Students build knowledge through content-rich non-fiction and informational texts.
2. Students’ reading and writing are grounded in evidence from text.
3. Comprehension instruction that systematically relates to complex text and its academic vocabulary.
 | a.      b.       c.       | a.      b.       c.       | a\_\_\_b\_\_\_c\_\_\_ |

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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** |
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| **#** | **CONTENT** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **59** | Content endorses sound research-based practices and is engaging to a range of diverse students and activities are interesting; both promote purposeful learning.The content is differentiated to meet different abilities and needs (accommodations for various developmental levels are provided without compromising text complexity levels.) |       |       |       |  |
| **60** | Content focuses on integrating text into evidence-based argumentative and explanatory/informational writing (with a somewhat lesser focus on narrative writing.) |       |       |       |  |
| **61** | Content in Language focuses on conventions, vocabulary acquisition and use using authentic text examples and avoiding isolated instruction in discrete skills.  |       |       |       |  |
|  | **EQUITY and ACCESSIBILITY** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **62** | Materials are designed for use in planning and implementation of differentiated instruction addressing multiple learning styles without lowering text complexity levels. Strategies are provided for diverse learners (e.g., scaffolding, enrichment, and differentiated instruction.) |       |       |       |  |
| **63** | The text provides strategies and activities to support the development of English for all students. Materials provide clear and concise instruction to teachers and students and promote the correct and appropriate use of the English language.  |       |       |       |  |
|  | **ASSESSMENT** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **64** | Assessments provide multiple measures to monitor individual student progress at regular intervals and are fully integrated throughout the instructional content/program. Assessments provide data for teachers to design effective interventions. |       |       |       |  |
| **65** | Assessment tools are appropriate to inform instruction, and are aligned to the ELA CCGPS in **all four** major strands: reading, writing, speaking & listening, and language. |       |       |       |  |
|  | **ORGANIZATION AND PRESENTATION** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **66** | The program provides opportunities for direct instruction and independent practice. |       |       |       |  |
| **67** | Teacher’s edition is comprehensive, organized, and includes resource package. |       |       |       |  |
|  | **INSTRUCTIONAL DESIGN AND SUPPORT** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **68** | Materials and activities are high-interest, engaging, and authentic. Materials support teachers in planning and adjusting instruction to meet the needs of students. |       |       |       |  |
| **69** | Materials encourage the use of critical thinking, problem solving, and communication. |       |       |       |  |
| **70** | Technology components enhance learning experiences and engage students in the content. |       |       |       |  |

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| **#** | **SECTION 2.B – Other Relevant Criteria – Student Edition Text Selection** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
|  | **Complexity of Texts:**  |  |  |  |  |
| **71** | Instructional materials include shorter, challenging texts that elicit close reading, and multiple readings for varied purposes. |       |       |       |  |
| **72** | Instructional materials, including read aloud selections, provide all students extensive opportunities to encounter and comprehend grade-level texts and beyond. Submissions will include a demonstrable staircase of text complexity as materials progress across grade bands. |       |       |       |  |
|  | **Range of Text:** |  |  |  |  |
| **73** | Instructional materials provide a thoughtful sequence, or collection of texts, that build knowledge systematically through reading, writing, speaking and listening. Specific anchor texts of grade-level complexity are selected for close reading. |       |       |       |  |
|  | **SECTION 2.B – Other Relevant Criteria – Student Edition Text Selection** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **#** | **Text-Dependent and Text-Specific Questions:**  |  |  |  |  |
| **74** | Questions in the instructional materials are high-quality, text-dependent and text-specific, drawing student attention to the significant aspects of the text. Questions and tasks support students in analyzing the academic language (vocabulary and syntax) prevalent in complex texts. |       |       |       |  |
| **75** | High-quality sequences of text-dependent questions and tasks require the use of textual evidence, according to grade-specific objectives. |       |       |       |  |
|  | **Scaffolding and Supports:**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **76** | Instructional materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either heard or read) as required by the objectives. Instructional materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events and information regularly and systematically. |       |       |       |  |
| **77** | Instructional materials must be built with the goal of students gaining full comprehension of complex texts. Reading strategies have to support comprehension of specific texts, and focus on building knowledge and insight. Texts must not serve solely as platforms to practice strategies. Pre-reading activities, and suggested approaches to teacher scaffolding, are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction, and should exclude a summary of the text. |       |       |       |  |
| **78** | Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts. |       |       |       |  |
| **79** | Instructional materials offer monitoring/assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities. |       |       |       |  |
| **80** | Instructional materials must provide both re-teaching and additional student learning opportunities. |       |       |       |  |
|  | **Quality of Texts:**  | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **81** | Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter. |       |       |       |  |
| **82** | Informational texts must provide opportunities to develop rich content knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the band level. |       |       |       |  |
|  | **Speaking and Listening:** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **83** | Instructional materials used in speaking and listening tasks must meet the criteria for complexity, range and quality of texts and would include note taking. Materials include instruction and tasks that build increasingly sophisticated speaking and listening skills. |       |       |       |  |
| **84** | Instructional materials provide students frequent, real-world opportunities to engage effectively in a range of discussions and collaborations that build on the ideas of others. |       |       |       |  |
| **85** | Materials include use of multimedia and technology to support student engagement and enrichment in interactive discussion and presentation. Materials include instruction and tasks that build increasingly sophisticated speaking and listening skills. |       |       |       |  |
|  | **Language****Instructional materials must adequately address the language objectives for the grade.** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **86** | Instructional materials address the grammar and language conventions specified by the language objectives at each grade level. |       |       |       |  |
| **87** | Instructional materials guide students in discovering accurate usage patterns (grades K – 2,) and in identifying and correcting their own error patterns in usage and conventions (grades 3 – 12.) |       |       |       |  |
| **88** | To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives. |       |       |       |  |
| **89** | Materials contain a systematic sequence of vocabulary instruction in the meanings of prefixes, roots, and suffixes used across various content area texts. |       |       |       |  |
|  | **SECTION 2.B – Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **90**  | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |       |       |       |  |
| **91** | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.  The Teacher’s Edition also provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners for every lesson. |       |       |       |  |
| **92** | Teacher’s Edition includes content and information that support a variety of approaches to instruction, including (please score each item separately:)1. Writing activities included where students explain their thinking.
2. Cooperative learning strategies included for student engagement.
3. Daily or weekly lessons identify common core focus standards.
 | a.      b.       c.       | a.      b.       c.       | a.      b.       c.       | a\_\_\_b\_\_\_c\_\_\_ |

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