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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 Seventh Grade** |  |  |  |
|  | **Key Ideas and Detail - Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **1** | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.) |  |  |  |
| **2** | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |  |  |  |
|  | **Craft and Structure-Literature** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **3** | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  Analyze how dramas' or poems' form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |  |  |  |
| **4** | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. |  |  |  |
|  | **Integration of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **5** | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film.) |  |  |  |
| **6** | Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **7** | 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 Seventh Grade** |  |  |  |
|  | **Key Ideas and Details-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **8** | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.) |  |  |  |
| **9** | Determine two or more central ideas in a text and; analyze their development over the course of the text; provide an objective summary of the text. |  |  |  |
|  | **Craft and Structure-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **10** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |  |  |  |
| **11** | Analyze the structure used to organize a text, including how major sections contribute to the whole, as well as to the development of ideas. |  |  |  |
| **12** | Determine an author’s point of view or purpose in a text, and analyze how the author distinguishes his or her position from that of others. |  |  |  |
|  | **Integration of Knowledge and Ideas-Informational** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **13** | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words.) |  |  |  |
| **14** | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |  |  |  |
|  | **Range of Reading and Level of Text Complexity** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **15** | By the end of the year, read and comprehend literary nonfiction in the grades 6 – 8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
|  | **Writing Standards-Seventh Grade** |  |  |  |
|  | **Text Types and Purposes/Arguments** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **16** | Write arguments to support claims, with clear reasons and relevant evidence.  Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |  |  |  |
| **17** | Introduce a claim or claims; acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |  |  |  |
| **18** | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  Provide a concluding statement or section that follows from and supports the argument presented.  Establish and maintain a formal style. |  |  |  |
|  | **Text Types and Purposes/Informative/Explanatory** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **19** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |  |  |  |
| **20** | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |  |  |  |
| **21** | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |  |  |  |
| **22** | Provide a concluding statement or section that follows from and supports the information or explanation presented.  Provide a conclusion that follows from and reflects on the narrated experiences or events. |  |  |  |
| **23** | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  Establish and maintain a formal style. |  |  |  |
| **24** | Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |  |  |  |
| **25** | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |  |  |  |
| **26** | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. |  |  |  |
|  | **Production and Distribution of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **27** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |  |  |
| **28** | 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up, to and including grade 7.) |  |  |  |
| **29** | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |  |  |  |
|  | **Research to Build and Present Knowledge** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **30** | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |  |  |  |
| **31** | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |  |  |  |
| **32** | Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 reading standardsto literature (e.g., “compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”)  b. Apply grade 7 Reading standardsto literary nonfiction (e.g. “trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”) | a.  b. | a.  b. | a\_\_\_  b\_\_\_ |
|  | **Range of Writing** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **33** | 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 Seventh Grade** | | | |
|  | **Comprehension and Collaboration** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **34** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues*,* building on others’ ideas and expressing their own clearly. |  |  |  |
| **35** | Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |  |  |  |
| **36** | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |  |  |  |
| **37** | Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  Acknowledge new information expressed by others and, when warranted, modify their own views. |  |  |  |
| **38** | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |  |  |  |
|  | **Presentation of Knowledge and Ideas** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **39** | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. |  |  |  |
| **40** | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |  |  |  |
| **41** | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 language standards #1 and # 3 on page 53 for specific expectations.) |  |  |  |
|  | **Language Standards Seventh Grade** | | | |
|  | **Conventions of Standard English** | **Citation Level 2** | **Citation Level 3** | **Score** |
| **42** | Explain the function of phrases and clauses in general and their function in specific sentences. |  |  |  |
| **43** | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |  |  |  |
| **44** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Use a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie*,”* versus “He wore an old green shirt.)  b. 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.  Choose language that expresses ideas precisely and concisely; recognize wordiness and redundancy. |  |  |  |
|  | **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 7 reading andcontent, 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 pre-fixes, suffixes, and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel.) |  |  |  |
| **49** | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, 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).  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined*,* respectful, polite, diplomatic, condescending.) | a.  b.  c. | a.  b.  c. | a\_\_\_  b\_\_\_  c\_\_\_ |
| **51** | 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** | | | | |
|  | **Reading Literature** | | | |
|  | **Key Ideas and details** |  |  |  |
| **52** | 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.  Use oral and written texts from various cultures to cite evidence that supports or negates understanding of a cultural value. |  |  |  |
| **53** | 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; |  |  |  |
|  | ***Reading standards for informational text*** |  |  |  |
| **#** | **Integration of Knowledge and Ideas.** |  |  |  |
| **54** | Distinguish between primary and secondary sources.  Describe how the media use propaganda, bias, and stereotyping to influence audiences. |  |  |  |
|  | ***Speaking and listening standards*** |  |  |  |
| **#** | **Presentation of Knowledge and Ideas** |  |  |  |
| **55** | Understand the influence of heritage language in English speech patterns. |  |  |  |
| **56** | Orally compare and contrast accounts of the same event and text. |  |  |  |
| **57** | Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings. |  |  |  |

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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** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **#** | | **CONTENT** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **58** | | 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.) | |  | |  | |  | |  | |
| **59** | | 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** | |
| **60** | | 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.) | |  | |  | |  | |  | |
| **61** | | 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** | |
| **62** | | 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. | |  | |  | |  | |  | |
| **63** | | Assessment tools are appropriate to inform instruction and are aligned to the ELA CCSS in **all** four major strands: reading, writing, speaking & listening, and language. | |  | |  | |  | |  | |
|  | | **ORGANIZATION AND PRESENTATION** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **64** | | The program provides opportunities for direct instruction and independent practice. | |  | |  | |  | |  | |
| **65** | | Teacher’s edition is comprehensive, organized, and includes resource package. | |  | |  | |  | |  | |
|  | | **INSTRUCTIONAL DESIGN AND SUPPORT** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **66** | | Materials and activities are high-interest, engaging, and authentic. Materials support teachers in planning and adjusting instruction to meet the needs of students. | |  | |  | |  | |  | |
| **67** | | Materials encourage the use of critical thinking, problem solving, and communication. | |  | |  | |  | |  | |
| **68** | | Technology components enhance learning experiences and engage students in the content. | |  | |  | |  | |  | |
| **#** | | **SECTION 2.B – Other Relevant Criteria – Student Edition** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
|  | | **Complexity of Texts:** | | | | | | | | | |
| **69** | | Instructional materials include short, challenging texts that elicit close reading and multiple readings for varied purposes. | |  | |  | |  | |  | |
| **70** | | 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:** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **71** | | 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. | |  | |  | |  | |  | |
|  | | **Text-Dependent and Text-Specific Questions:** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **72** | | 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. | |  | |  | |  | |  | |
| **73** | | High-quality sequences of text-dependent questions and tasks require the use of textual evidence according to grade-specific objectives. | |  | |  | |  | |  | |
|  | | **Scaffolding and Supports:** | | | | | | | | | |
| **74** | | The 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 re-reading, discussion and writing about the ideas, events and information regularly and systematically. | |  | |  | |  | |  | |
| **75** | | 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. | |  | |  | |  | |  | |
| **76** | | Questions and tasks that address academic language (vocabulary and syntax) support students in analyzing the meaning of complex texts. | |  | |  | |  | |  | |
| **77** | | 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. | |  | |  | |  | |  | |
| **78** | | Instructional materials must provide both re-teaching and additional student learning opportunities. | |  | |  | |  | |  | |
|  | | **Quality of Texts:** | | **Occurrence 1** | | **Occurrence 2** | | **Occurrence 3** | | **Score** | |
| **79** | | Literary texts must be content rich, well-crafted, and representative of a variety of genres and subject matter. | |  | |  | |  | |  | |
| **80** | | 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:** | | | | | | | | | |
| **81** | | 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. | |  | |  | |  | |  | |
| **82** | | 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. | |  | |  | |  | |  | |
| **83** | | 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.** | | | | | | | | | | | |
| **84** | | Instructional materials address the grammar and language conventions specified by the language objectives at each grade level. | |  | |  | |  | |  | |
| **85** | | To avoid teaching language concepts in isolation, instructional materials align and integrate language objectives with the reading, writing, speaking and listening objectives. | |  | |  | |  | |  | |
| **86** | | 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** | |
| **87** | | Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. | |  | |  | |  | |  | |
| **88** | | Within each lesson of the Teacher’s Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.  Teacher’s Edition provides tiered activities for differentiated instructional to meet the needs of all students providing instructional strategies, resources, and language development support for English language learners, including below proficiency and advanced learners. | |  | |  | |  | |  | |
| **89** | | Teacher’s Edition includes content and information that support a variety of approaches to instruction, including (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** |  |