

	<h2>F.3 English Language Arts - Grade 11</h2>
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PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In:			

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Standards Review	0	400	
ELA Content Review	0	58	
All Content Review	0	142	
TOTAL SCORE	0	600	
Percent Score	0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes:
Verified 80%-89% (Y/N)		

Verified 79% or Lower (Y/N)	
Facilitator Name:	

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	47	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

22	W1B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.																		
23	W1C	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.																		
24	W1D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.																		
25	W1E	Provide a concluding statement or section that follows from and supports the argument presented.																		
26	W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.																		
27	W2A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.																		
28	W2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.																		
29	W2C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.																		
30	W2D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.																		
31	W2E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.																		
32	W2F	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).																		
33	W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.																		
34	W3A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.																		
35	W3B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.																		
36	W3C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).																		
37	W3D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.																		
38	W3E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.																		

Production and Distribution of Writing

51	SL1C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.										
52	SL1D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.										
53	SL2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.										
54	SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.										

Presentation of Knowledge and Ideas

55	SL4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.										
56	SL5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.										
57	SL6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)										

Language (L) 11-12

Conventions of Standard English

58	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.										
59	L1A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.										
60	L1B	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.										
61	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.										
62	L2A	Observe hyphenation conventions.										
63	L2B	Spell correctly.										

Knowledge of Language

64	L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.										
65	L3A	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.										

Vocabulary Acquisition and Use

Section 2: English Language Arts Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:
 • Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set).
 • For this section, you may enter one citation per criterion. (Column C) Each citation should direct the reviewer to a specific location in the materials that best exemplifies the criterion.
 • The Reviewer will be providing a score based on the citation given.
 • Each criterion will be scored as "Meets expectations," "Partially meets expectations," or "Does not meet expectations."
 o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for English Language Arts Content Review:	Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises. o Each score cell will turn green as you score the materials.	Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook, provide a citation for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion o Each score cell and evidence cell will turn green as you score the materials.
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Criteria	Provider/Publisher Criteria 9-12 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments or Feedback
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Text Selection and Range of Texts: Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).

1	Materials reflect the genres and text characteristics that are specifically required by the standards at each grade level band (e.g., informational texts, narratives, poetry, plays, speeches, scientific and historical documents).							
2	Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.							
3	Materials contain a sequence or collection of texts with specific anchor texts of grade-level complexity that are selected for close reading. (Anchor texts provide essential opportunities for students to continuously return to the text(s) for conducting deep analyses for greater understanding of sources.)							

Text Selection – Quality of Texts: High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.

4	Materials provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter. (e.g., classics, contemporary, sciences, humanities, social studies, cultural studies, etc.)							
5	Informational texts offer a variety of informational text structures and follow the distribution of subject matter (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents).							

Text-Dependent and Text-Specific Questions: Questions in the materials are high - quality text-dependent and text - specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

6	Materials provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.							
7	Materials contain sets of sequences of text-dependent/ text-specific questions with activities that build to a culminating task which integrates skills to demonstrate understanding.							

8	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade - level band.							
9	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.							
10	Materials provide opportunities for rhetorical analysis. This includes the rhetorical triangle (speaker, audience, message), classical appeals, modes of development and academic language.							
Scaffolding and Supports								
11	Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold).							
12	Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.							
13	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).							
14	Materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.) centered on grade level texts aligned and measured against the CCSS expectations.							
15	Materials address issues of plagiarism and academic honesty in the production of writing and incorporating scholarly sources.							
16	Materials contain guidelines for assessing website and information credibility.							

Section 2: All Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set).
- For this section, you may enter one citation per criterion. (Column C) Each citation should direct the reviewer to a specific location in the materials that best exemplifies the criterion.
- The Reviewer will be providing a score based on the citation given.
- Each criterion will be scored as "Meets expectations," "Partially meets expectations," or "Does not meet expectations."
 - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for All Content Review:	Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: <ul style="list-style-type: none"> ◦ M = Meets the criterion ◦ P = Partially meets the criterion ◦ D = Does not meet the criterion Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises. <ul style="list-style-type: none"> ◦ Each score cell will turn green as you score the materials. 	Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook, provide a citation for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: <ul style="list-style-type: none"> ◦ M = Meets the criterion ◦ P = Partially meets the criterion ◦ D = Does not meet the criterion ◦ Each score cell will turn green as you score the materials.
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Criteria	Provider/Publisher Criteria for All Content	Provider/Publisher Citation	Score	Reviewer's Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citation, or feedback
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Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.								
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1	Materials attend to the full intent of the content contained in the standards for all students.							
2	Materials, when used as designed, allow students to fully learn each standard.							
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.							
4	Materials are coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards.							

Materials are well designed and take into account effective lesson structure and pacing.								
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5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. (Publisher citation only required.)							
6	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.							
7	Within each lesson of the Teacher's Edition, there are clear measurable language objectives and opportunities for differentiated instruction.							
8	The design of the assignments is not haphazard; tasks are given in intentional sequences.							
9	The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.							
10	Materials incorporate a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the material effectively, with minimal distraction.							

11	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.							
Materials support teacher planning, learning, and understanding of the standards.								
12	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). <i>(Publisher citation only required.)</i>							
13	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.							
14	Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.							
15	Materials contain a teacher's edition that explains the role of the specific standards in the context of the overall series.							
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.								
16	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review.							
17	Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.							
18	Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.							
19	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, and special needs students.							
20	Materials provide students with ongoing review and practice, such as self-monitoring, for the purpose of retaining previously acquired knowledge.							

Materials support effective use of technology to enhance student learning.							
21	Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices. (Publisher citation only required.)						
22	Materials include opportunities to assess student understandings and knowledge using technology.						
23	Materials integrate opportunities for digital learning into the text.						
Materials can be easily customized for individual learners.							
24	Materials can be customized to meet the needs of different student populations.						
25	The Teacher’s Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.						
26	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.						
Materials give all students extensive opportunities and support to explore key concepts.							
27	Materials provide strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.						
28	Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).						
29	Materials encourage teachers to draw upon culture and home language to facilitate learning.						
30	Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. (Publisher citation only required.)						
31	Materials include opportunities that encourage creative thinking and effective problem solving skills.						
Materials take into account cultural perspectives.							

32	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.							
33	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.							
34	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.							
35	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.							
Inclusion of Culturally Responsive Lens (CR)								
36	The instructional material includes tools to relate the content area appropriately to the diversity in culture and language.							
37	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.							
38	The instructional materials engage students in critical reflection about their own lives and societies.							
39	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							