



## F.1 English Language Arts - Grade 9

### 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:                                       |                |                    |

**Section 1: Standards Review: English Language Arts**

PROVIDER/PUBLISHER INSTRUCTIONS:  
 • Provider/Publisher citations for this section will refer to the **Teacher Edition** only.  
 • Columns D and H: Enter one citation in Column D from the first half of the Teacher Edition and one citation in Column H from the second half of the Teacher Edition. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Any cells grayed out do not require a citation.**  
**The score cells in those rows will automatically populate.**  
 • The Reviewer will be providing a score based on the citation given in each column.  
 • The material will be scored for alignment with each standard 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.**

|  |   |   |
|--|---|---|
| <b>Reviewer directions for English Language Arts Standards Review:</b> | Columns D-K: The provider/publisher will provide two citations from the Teacher Edition for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:<br>o M = Meets the standard<br>o P = Partially meets the standard<br>o D = Does not meet the standard<br>Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises.<br>o <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b><br>o <b>Each score cell will turn green as you score the materials.</b> | Columns L-O: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column L from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, <b>and provide evidence to support your determination:</b><br>o M = Meets the standard<br>o P = Partially meets the standard<br>o D = Does not meet the standard<br>o <b>Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b><br>o <b>Each score cell and evidence cell will turn green as you score the materials.</b> |
|--|---|---|

| Criteria | Standard | F.1 Grade 9 English Language Arts | Provider/Publisher Citation from First Half of Teacher Edition | Score | Reviewer's Evidence for Publisher Citation | Provider/Publisher Citation from Second Half of Teacher Edition | Score | Reviewer's Evidence for Publisher Citation | Reviewer Citation from Student Edition/Student Workbook | Score | Reviewer's Evidence | Comments, other citations, or feedback |
|----------|----------|-----------------------------------|--|-------|--|---|-------|--|---|-------|---------------------|--|
|----------|----------|-----------------------------------|--|-------|--|---|-------|--|---|-------|---------------------|--|

**Reading Standards for Literature (RL) 9-10**

**Key Ideas and Details -- Literature**

|   |     |  |  |  |  |  |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|--|--|--|--|--|
| 1 | RL1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |  |  |  |  |  |  |  |  |  |  |
| 2 | RL2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |  |  |  |  |  |  |  |  |  |  |
| 3 | RL3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                              |  |  |  |  |  |  |  |  |  |  |

**Craft and Structure -- Literature**

|   |     |  |  |  |  |  |  |  |  |  |  |  |
|---|-----|--|--|--|--|--|--|--|--|--|--|--|
| 4 | RL4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |  |  |  |  |  |  |  |  |  |  |
| 5 | RL5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  |  |  |  |  |  |  |  |  |  |  |
| 6 | RL6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   |  |  |  |  |  |  |  |  |  |  |

**Integration of Knowledge and Ideas -- Literature**

|   |     |   |  |  |  |  |  |  |  |  |  |  |
|---|-----|---|--|--|--|--|--|--|--|--|--|--|
| 7 | RL7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |  |  |  |  |  |  |  |  |  |  |
| 8 | RL9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).                               |  |  |  |  |  |  |  |  |  |  |

**Range of Reading and Level of Text Complexity -- Literature**





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|--|-----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 36   | W3C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Production and Distribution of Writing</b>  |     |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 39   | W4  | 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.)  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 40   | W5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)                           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 41   | W6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Research to Build and Present Knowledge</b> |     |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 42   | W7  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 43   | W8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 44   | W9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 45   | W9A | Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 46   | W9B | Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Range of Writing</b>                        |     |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|----|-----|---|--|--|--|--|--|--|--|--|--|--|--|
| 47 | W10 | 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 tasks, purposes, and audiences. |  |  |  |  |  |  |  |  |  |  |  |
|----|-----|---|--|--|--|--|--|--|--|--|--|--|--|

**Speaking and Listening (SL) 9-10**

**Comprehension and Collaboration**

|    |      |  |  |  |  |  |  |  |  |  |  |  |  |
|----|------|--|--|--|--|--|--|--|--|--|--|--|--|
| 48 | SL1  | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |  |  |  |  |  |  |  |  |  |  |  |
| 49 | SL1A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.        |  |  |  |  |  |  |  |  |  |  |  |
| 50 | SL1B | Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.                                     |  |  |  |  |  |  |  |  |  |  |  |
| 51 | SL1C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.                         |  |  |  |  |  |  |  |  |  |  |  |
| 52 | SL1D | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.                 |  |  |  |  |  |  |  |  |  |  |  |
| 53 | SL2  | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.   |  |  |  |  |  |  |  |  |  |  |  |
| 54 | SL3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  |  |  |  |  |  |  |  |  |  |  |  |

**Presentation of Knowledge and Ideas**

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|----|-----|---|--|--|--|--|--|--|--|--|--|--|--|
| 55 | SL4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |  |  |  |  |  |  |  |  |  |  |  |
| 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 command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)  |  |  |  |  |  |  |  |  |  |  |  |

**Language (L) 9-10**

**Conventions of Standard English**







**Section 2: English Language Arts Content Review**

PROVIDER/PUBLISHER INSTRUCTIONS:  
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 • 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.**

|   |  |  |  |
|---|--|--|--|
| <p><b>Reviewer directions for English Language Arts Content Review:</b></p> | <p>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:<br/>                 o M = Meets the criterion<br/>                 o P = Partially meets the criterion<br/>                 o D = Does not meet the criterion<br/>                 Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises.<br/>                 o <b>Each score cell will turn green as you score the materials.</b></p> | <p>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, <b>and provide evidence to support your determination:</b><br/>                 o M = Meets the criterion<br/>                 o P = Partially meets the criterion<br/>                 o D = Does not meet the criterion<br/>                 o <b>Each score cell and evidence cell will turn green as you score the materials.</b></p> |  |
|---|--|--|--|

| 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 |
|----------|--|-----------------------------|-------|--|-------------------|-------|-------------------|----------------------|
|----------|--|-----------------------------|-------|--|-------------------|-------|-------------------|----------------------|

**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.

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|---|--|--|--|--|--|--|--|--|
| 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.   |  |  |  |  |  |  |  |
| <b>Scaffolding and Supports</b> |   |  |  |  |  |  |  |  |
| 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:<br>◦ M = Meets the criterion<br>◦ P = Partially meets the criterion<br>◦ D = Does not meet the criterion<br>Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises.<br>◦ <b>Each score cell will turn green as you score the materials.</b> |       |  | 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:<br>◦ M = Meets the criterion<br>◦ P = Partially meets the criterion<br>◦ D = Does not meet the criterion<br>◦ <b>Each score cell and evidence cell will turn green as you score the materials.</b> |       |                     |                                       |
|---|--|---|-------|--|--|-------|---------------------|---------------------------------------|
| 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 |
| <b>Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.</b> |  |   |       |  |  |       |                     |                                       |
| 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.              |   |       |  |  |       |                     |                                       |
| <b>Materials are well designed and take into account effective lesson structure and pacing.</b>   |  |   |       |  |  |       |                     |                                       |
| 5   | The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. <b>(Publisher citation only required.)</b> |   |       |  |  |       |                     |                                       |
| 6   | Within each lesson of the Teacher's Edition, there are clear measurable <b>learning</b> objectives and opportunities for differentiated instruction.                     |   |       |  |  |       |                     |                                       |
| 7   | Within each lesson of the Teacher's Edition, there are clear measurable <b>language</b> 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.   |  |  |  |  |  |  |  |
| <b>Materials support teacher planning, learning, and understanding of the standards.</b>                             |   |  |  |  |  |  |  |  |
| 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). <b>(Publisher citation only required.)</b> |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| <b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b> |   |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| <b>Materials support effective use of technology to enhance student learning.</b>               |  |  |  |  |  |  |  |  |
| 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. <b>(Publisher citation only required.)</b> |  |  |  |  |  |  |  |
| 22  | Materials include opportunities to assess student understandings and knowledge using technology.   |  |  |  |  |  |  |  |
| 23  | Materials integrate opportunities for digital learning into the text.  |  |  |  |  |  |  |  |
| <b>Materials can be easily customized for individual learners.</b>                              |  |  |  |  |  |  |  |  |
| 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.  |  |  |  |  |  |  |  |
| <b>Materials give all students extensive opportunities and support to explore key concepts.</b> |  |  |  |  |  |  |  |  |
| 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. <b>(Publisher citation only required.)</b>  |  |  |  |  |  |  |  |

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| 31  | Materials include opportunities that encourage creative thinking and effective problem solving skills.  |  |  |  |  |  |  |  |
| <b>Materials take into account cultural perspectives.</b> |   |  |  |  |  |  |  |  |
| 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.   |  |  |  |  |  |  |  |
| <b>Inclusion of Culturally Responsive Lens (CR)</b>       |   |  |  |  |  |  |  |  |
| 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.   |  |  |  |  |  |  |  |