F.0 English Language Arts - Grade K

NEW MEXICO Public Education Department

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:	Website:	Username:	Password:

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	77	
All Content Review	0	123	
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	46	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

STRUCTURED LITERACY RECOGNITION		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	84	0%
SL 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. The cited Teacher Edition should coincide with what is entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also coincide with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.
• Column D: Enter one citation in Column D from 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. Each citation should cover no more than 3 pages. *Any cells grayed out do not require a citation.*
• 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.**

		Reviewer directions for English Language Arts Standards Review:	Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G. *o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.* *o Each score cell will turn green as you score the materials.*		Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H 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, **and provide evidence to support your determination:** o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard *o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.* *o Each citation cell, score cell, and evidence cell will turn green as you score the materials.* *o If you are unable to find a citation within the student materials for a standard, please provide one from the Teacher Edition if possible.*		
Criteria #	**Standard**	**F.0 Grade K English Language Arts**	Provider/Publisher Citation from Teacher Edition	Score	Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Reviewer's Evidence	Comments, other citations, or feedback
Reading Standards for Literature (RL)									
Key Ideas and Details -- Literature									
1	RL1	With prompting and support, ask and answer questions about key details in a text.							
2	RL2	With prompting and support, retell familiar stories, including key details.							
3	RL3	With prompting and support, identify characters, settings, and major events in a story.							
4	NM B.1	Identify the main topic, retell key details of a text, and make predictions.							
Craft and Structure -- Literature									
5	RL4	Ask and answer questions about unknown words in a text.							
6	RL5	Recognize common types of texts (e.g., storybooks, poems).							
7	RL6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.							
Integration of Knowledge and Ideas -- Literature									

8	RL7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).						
9	RL9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.						
Range of Reading and Level of Text Complexity -- Literature								
10	RL10	Actively engage in group reading activities with purpose and understanding.						
Reading Standards for Informational Text (RI)								
Key Ideas and Details -- Informational Text								
11	RI1	With prompting and support, ask and answer questions about key details in a text.						
12	RI2	With prompting and support, identify the main topic and retell key details of a text.						
13	RI3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.						
Craft and Structure -- Informational Text								
14	RI4	With prompting and support, ask and answer questions about unknown words in a text.						
15	RI5	Identify the front cover, back cover, and title page of a book.						
16	RI6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.						
Integration of Knowledge and Ideas -- Informational Text								
17	RI7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).						
18	RI8	With prompting and support, identify the reasons an author gives to support points in a text.						
19	RI9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						
Range of Reading & Level of Text Complexity -- Informational Text								
20	RI10	Actively engage in group reading activities with purpose and understanding.						
Reading Standards for Foundational Skills (RF)								

Print Concepts								
21	RF1	Demonstrate understanding of the organization and basic features of print.						
22	RF1A	Follow words from left to right, top to bottom, and page by page.						
23	RF1B	Recognize that spoken words are represented in written language by specific sequences of letters.						
24	RF1C	Understand that words are separated by spaces in print.						
25	RF1D	Recognize and name all upper- and lowercase letters of the alphabet.						
Phonological Awareness								
26	RF2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
27	RF2A	Recognize and produce rhyming words.						
28	RF2B	Count, pronounce, blend, and segment syllables in spoken words.						
29	RF2C	Blend and segment onsets and rimes of single-syllable spoken words.						
30	RF2D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)						
31	RF2E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition								
32	RF3	Know and apply grade-level phonics and word analysis skills in decoding words.						
33	RF3A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.						
34	RF3B	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.						
35	RF3C	Read common high-frequency words by sight (e. g., the, of, to, you, she, my, is, are, do, does).						
36	RF3D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.						
Fluency								

| 37 | RF4 | Read emergent-reader texts with purpose and understanding. | | | | | | |

Writing Standards (W)

Text Types and Purposes -- Writing

38	W1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).						
39	W2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.						
40	W3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.						

Production and Distribution of Writing

41	W5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.						
42	W6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.						
43	NM E.1	Apply digital tools to gather, evaluate, and use information.						

Research to Build and Present Knowledge

| 44 | W7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | | | | |
| 45 | W8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | |

Speaking and Listening Standards (SL)

Comprehension and Collaboration

| 46 | SL1 | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | | | | | | |

47	SL1A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).						
48	SL1B	Continue a conversation through multiple exchanges.						
49	SL2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.						
50	SL3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
Presentation of Knowledge and Ideas								
51	SL4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.						
52	SL5	Add drawings or other visual displays to descriptions as desired to provide additional detail.						
53	SL6	Speak audibly and express thoughts, feelings, and ideas clearly.						
54	NM H.1A	Demonstrate familiarity with stories and activities related to various ethnic groups and countries.						
55	NM H.1B	With prompting and support: role play; make predictions; and follow oral and graphic instructions.						
Language Standards(L)								
Conventions of Standard English								
56	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
57	L1A	Print many upper- and lowercase letters.						
58	L1B	Use frequently occurring nouns and verbs.						
59	L1C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).						
60	L1D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).						
61	L1E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).						

62	L1F	Produce and expand complete sentences in shared language activities.							
63	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
64	L2A	Capitalize the first word in a sentence and the pronoun *I*.							
65	L2B	Recognize and name end punctuation.							
66	L2C	Write a letter or letters for most consonant and short-vowel sounds (phonemens).							
67	L2D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.							
68	NM I	Use letter formation, lines, and spaces to create a readable document.							
Vocabulary Acquisition and Use									
69	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on kindergarten reading and content.*							
70	L4A	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).							
71	L4B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.							
72	L5	With guidance and support from adults, explore word relationships and nuances in word meanings.							
73	L5A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.							
74	L5B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).							
75	L5C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).							
76	L5D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.							
77	L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							

Section 2: Structured Literacy Content Review							

| **Reviewer directions for Structured Literacy Content Review:** | Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) 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 required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.
o Each score cell will turn green as you score the materials. | | | Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies 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:**
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o Each citation cell, score cell, and evidence cell will turn green as you score the materials. | | | |

Criteria #	Provider/Publisher Criteria K-2 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citations, or feedback
Materials are informed by and based on the Science of Reading.								
1	Materials are grounded in a scientific understanding of the typical developmental progression of language skills and the relationship between the development of oral and written language skills. Instruction aims for fluent and accurate word recognition (automaticity), ultimately resulting in reading comprehension.							
2	Materials emphasize the relationship between oral language and written language in explicit instruction that progresses from speech to print by addressing phonetics and phonology, orthography (decoding and encoding based on predictable word patterns), syllables, morphology, semantics, syntax, and pragmatics.							
Materials reflect evidence-based teaching principles.								
3	Materials provide systematic and cumulative reading instruction sequences that progress from prerequisite skills to more advanced skills.							

4	Materials include teacher modeling and direct and explicit instruction which explains each concept clearly. Materials provide opportunities for guided practice, teacher feedback, and independent practice of the skills taught.						
5	Materials allow teachers to engage in diagnostic teaching, using formal and informal assessment to continuously monitor progress and identify the skill level and needs of each student.						
6	Materials provide multisensory/multimodal methods of instruction that simultaneously activate the visual, auditory, kinesthetic, and tactile modes of learning.						
Materials reflect all the evidence-based elements of structured literacy.							
7	Materials provide direct instruction in phonology, sound-symbol association, word work, and text practice and provide opportunities for students to apply the skills/patterns taught.						
8	Materials provide direct instruction in the six syllable types, morphology (prefixes, roots, suffixes and combining forms), syntax, and semantics to support decoding words quickly and efficiently for vocabulary acquisition and reading comprehension.						
9	Materials provide opportunities to read grade-appropriate irregularly spelled words.						

Section 2: English Language Arts Content Review

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 (print and/or digital) 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 required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F. *o Each score cell will turn green as you score the materials.*	Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies 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 citation cell, score cell, and evidence cell will turn green as you score the materials.*	

Criteria #	Provider/Publisher Criteria K-2 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
Key Criteria for Reading Foundations								
	Materials aligned with CCSS provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.							
1	Materials allow for flexibility in meeting the needs of a wide range of students and offer opportunities to encounter complex texts within the grade level band.							
2	Materials include effective instruction for all aspects of foundational reading (including distributed practice.)							
3	Fluency is a focus of instructional materials. Materials include routines and guidance to monitor the consolidation of skills as students are learning them.							
4	Materials offer assessment opportunities that measure progress in foundations in reading, writing, speaking, and listening.							
	Fluency							
5	Content Reading selections (read-aloud K-1) facilitate accurate, confident and independent reading.							

6	Reading selections represent a balance of literature and informational texts. They are high quality, authentic texts worth reading and re-reading across multiple days and lessons and can be used for addressing multiple content standards at grade level.						
7	Materials include sufficient practice to achieve accuracy and a variety of specific fluency building techniques supported by research.						
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).							
8	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).						
9	Materials contain a sequence or collection of anchor texts of grade-level complexity that are selected for close reading and that build knowledge systematically through reading, writing, listening and speaking about the text. (Anchor texts provide opportunities for students to continuously return to the text(s) in order to conduct deep analyses and collect evidence for greater understanding of texts.)						
Text Selection – Quality of Texts: High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.							
10	Materials provide content-rich, well-crafted texts that represent the most authentic literature and informational texts of varied genres and subject matter, representing the best of what is available. (e.g., classics, contemporary, sciences, humanities, social studies, cultural studies, etc.)						
11	Informational texts offer a variety of informational text structures (e.g. headings, bold print) and provide a variety of text types (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.							
12	Materials provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.						
13	Materials contain a well-sequenced set of text-dependent/text-specific questions that integrate skills to demonstrate deeper understanding of the text.						

14	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.						
15	Questions and tasks cultivate students' abilities to ask and answer questions based on the text.						
16	Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-aloud).						
17	Reading strategies support comprehension of specific texts and focus on building knowledge.						
18	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.						
Scaffolding and Supports							
19	Writing opportunities for students are prominent and varied.						
20	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).						
21	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).						
22	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.						

Section 2: All Content Review

| 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 (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:
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o P = Partially meets the criterion
o D = Does not meet the criterion
o Each citation cell, score cell, and evidence cell will turn green as you score the materials. | |

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 citations, or feedback
Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.								
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 where required by the standards.							
Materials are well designed and take into account effective lesson structure and pacing.								
5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.							
6	Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned **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 materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.						
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, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.						

Materials support teacher planning, learning, and understanding of the standards.

11	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). *(Publisher citation only required.)*						
12	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.						
13	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.						

Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.

14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. *(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WiDA ELD Standards.)*						
15	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.						

16	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.						
17	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.						
18	Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.						
Materials support effective use of technology to enhance student learning.							
19	Materials integrate opportunities for digital learning into the text.						
20	Materials include opportunities to assess student understandings and knowledge using technology.						
Materials can be easily customized for individual learners.							
21	Materials can be customized to meet the needs of different student populations.						
22	The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.						
23	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.							
24	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).						
25	Materials encourage and support teachers to draw upon culture and home language to facilitate learning.						

26	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.)*						
27	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.						

Materials take into account cultural perspectives.

28	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.						
29	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.						
30	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.						
31	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)

32	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.						
33	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.						
34	The instructional materials engage students in critical reflection about their own lives and societies.						
35	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.						