NEW MEXICO — Public Education Department

F.10 English Language Development - Grades K-8

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		
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	25	
ELD Content Review	0	375	
All Content Review	0	200	
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

REVIEW TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	75	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 Development

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 Development 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: <br> o M = Meets the standard <br> o P = Partially meets the standard <br> 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 <br> o P = Partially meets the standard <br> 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. | |

Criteria #	Standard	F.10 Grades K-8 English Language Development	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
English Language Development Standards Grades K-8									
1	ELD 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.							
2	ELD 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts.**							
3	ELD 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics.**							
4	ELD 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science.**							
5	ELD 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies.**							

Section 2: English Language Development Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:
• Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set). The cited Student Edition, Teacher Edition, or Student Workbook 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.
• 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 citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. Each citation should cover no more than 3 pages within the materials.
• The Reviewer will be scoring the materials based on the citation provided.
• 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 Development 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-8 ELD Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
	ELD materials set clear objectives in English language development and academic language development.							
1	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **content**.							
2	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **academic language**.							
3	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **domain and language function**.							
4	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English.							
5	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding based on a beginner, intermediate, and advanced EL language proficiency level.							
6	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations.							

7	HIGH INTEREST CONTEXT ENGLISH LANGUAGE PRODUCTION - The materials provide engaging opportunities for ELs to learn and use the English language.						
8	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide lessons and activities that are culturally responsive given varying levels of English Language Development and Academic Language Development.						
9	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide perspectives that are culturally diverse.						
ELD materials are grade-level appropriate and connected to the grade-level academic content of language arts, mathematics, science, and social studies.							
10	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **grade-level appropriate content**.						
11	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **grade-level appropriate academic language**.						
12	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **grade-level appropriate domain and language** function.						
13	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of grade-level appropriate English.						
14	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials address the language domains within the grade-level appropriate language objectives.						
15	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice grade-level appropriate structured academic conversations.						
16	GRADE LEVEL RIGOR AND STANDARDS - The materials provide the aligned grade-level/age-level appropriate content standards connected to the lessons and/or activities.						
ELD materials address and support the rigorous curriculum and instructional purposes to ensure language progression in all four domains: listening, reading, speaking, and writing.							

17	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **content** with language progression in all four domains.						
18	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **academic language** with language progression in all four domains.						
19	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the **domain and language function** with language progression in all four domains.						
20	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English in all four domains.						
21	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to ensure language progression in all four domains at a beginner, intermediate, and advanced EL language proficiency level.						
22	SPEAKING, WRITING, READING, LISTENING (SWRL) The materials address the instructional purposes to ensure language progression in the language domains within the language objectives.						
23	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations to ensure language progression in all four domains.						
24	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments for language progression and content objectives in all four domains for ELs.						
ELD materials offer various assessment types in all four domains: listening, reading, speaking, and writing.							
25	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the **content** in all four domains.						
26	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the **academic language** in all four domains.						

27	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the **domain and language function** in all four domains.						
28	LANGUAGE OBJECTIVES - The materials provide assessments balanced across all four domains.						
29	GRADE LEVEL RIGOR AND STANDARDS - The assessments are aligned across all four domains.						
30	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that measure progress on language and content objectives in all four domains.						
ELD materials include multiple instructional supports for the various levels of English Language proficiency of students so that students build and practice English language.							
31	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in the **content**.						
32	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in **academic language.**						
33	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in the **four domains and language function**.						
34	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English to support the various levels of proficiency so that students build and practice English.						
35	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to build and practice students' English at a beginner, intermediate and advanced EL language proficiency level.						
36	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports for the various levels of English language proficiency of students so that students build and practice English language in the domains within language objectives.						
37	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations at various levels of English language proficiency to build and practice students' English.						

38	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that support the various levels of student English Language proficiency to build and practice their English language.							
ELD materials provide several opportunities to bridge English language development and academic language development in all four domains: listening, reading, speaking, and writing.								
39	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and academic language development in the **content** in all four domains.							
40	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and **academic language development** in all four domains.							
41	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and academic language development in the **four domains and language function**.							
42	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English in order for the student to bridge English language development and academic language development.							
43	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to bridge English language development and academic language development at a beginner, intermediate and advanced EL language proficiency level.							
44	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports for bridging English language development and academic language development in the domains within language objectives.							
45	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations to bridge English language development and academic language development.							
46	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that support the bridging of English language development and academic language development.							
ELD materials align with culturally and linguistically responsive pedagogy.								

47	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the **content.**						
48	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the **academic language**.						
49	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the **domain and language function**.						
50	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English that is aligned with culturally and linguistically responsive pedagogy.						
51	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding that is aligned with culturally and linguistically responsive pedagogy at a beginner, intermediate and advanced EL language proficiency level.						
52	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports that are aligned with culturally and linguistically responsive pedagogy in the domains within language objectives.						
53	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations that are aligned with culturally and linguistically responsive pedagogy.						
54	GRADE LEVEL RIGOR AND STANDARDS - The materials provide the aligned grade-level/age-level appropriate content standards connected to the lessons and/or activities that are aligned with culturally and linguistically responsive pedagogy.						
55	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that are aligned with culturally and linguistically responsive pedagogy.						
ELD materials provide suggestions and recommendations for the teacher to engage culturally and linguistically diverse families and parents in supporting English language development.							

56	HIGH INTEREST CONTEXT ENGLISH LANGUAGE PRODUCTION - The materials provide engaging opportunities for EL's to learn and use the English language with other ELs and with culturally and linguistically diverse families and parents.						
57	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide suggestions and recommendations for the teacher to engage culturally and linguistically diverse families and parents in supporting English language development						
ELD materials support English Learners with special needs and provides multiple curriculum, instructional and assessment opportunities for their English language, and academic language development.							
58	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the **content**.						
59	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the **academic language**.						
60	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the **domain and language function**.						
61	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English that is for the students with disabilities.						
62	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding that is aligned with culturally and linguistically responsive pedagogy at a beginner, intermediate and advanced EL language proficiency level.						
63	ACADEMIC DISCOURSE - The materials provide ELs with disabilities opportunities to practice structured academic conversations.						
64	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that are aligned and appropriate for students with disabilities.						
65	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - The materials provide grade-level appropriate suggestions and/or strategies for differentiation for students with disabilities.						

66	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities to ensure language progression in all four domains.						
67	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities in all four domains.						
68	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities with various levels of proficiency to build and practice their English language.						
69	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities that support the bridging of English language development and academic language development.						
70	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities that are aligned with culturally and linguistically responsive pedagogy.						
ELD materials provide the Three Features of Language: Word/Phrase Level, Sentence Level or (language forms and conventions) and Discourse Level / Linguistic Complexity							
71	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language in the content.						
72	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language to support the various levels of proficiency to build and practice students' English.						
73	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language to support bridging English language development and academic language development.						
74	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language that is aligned with culturally and linguistically responsive pedagogy.						

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: 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 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.						