



## F.2 English Language Arts - Grade 2

### 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:	
<b>SECTION</b>	<b>REVIEWER TOTAL</b>	<b>MAXIMUM POINTS</b>	<b>FACILITATOR VERIFIED</b>
Standards Review	0	400	
ELA Content Review	0	77	
All Content Review	0	123	
<b>TOTAL SCORE</b>	<b>0</b>	<b>600</b>	
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:		

<b>CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION</b>		
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:		

<b>STRUCTURED LITERACY RECOGNITION</b>		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	78	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.2 Grade 2 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	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.							
2	RL2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.							
3	RL3	Describe how characters in a story respond to major events and challenges.							
4	NM B.3A	Identify the main topic, retell key details of a text, and make predictions.							
5	NM B.3B	Use literature and media to develop an understanding of people, cultures, and societies to explore self identity.							

**Craft and Structure -- Literature**

6	RL4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							
7	RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.							

8	RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.							
<b>Integration of Knowledge and Ideas -- Literature</b>									
9	RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.							
10	RL9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.							
<b>Range of Reading and Level of Text Complexity -- Literature</b>									
11	RL10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
<b>Reading Standards for Informational Text (RI)</b>									
<b>Key Ideas and Details -- Informational Text</b>									
12	RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.							
13	RI2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.							
14	RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.							
<b>Craft and Structure -- Informational Text</b>									
15	RI4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.							
16	RI5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.							
17	RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.							
<b>Integration of Knowledge and Ideas -- Informational Text</b>									
18	RI7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.							
19	RI8	Describe how reasons support specific points the author makes in a text.							

20	RI9	Compare and contrast the most important points presented by two texts on the same topic.							
<b>Range of Reading &amp; Level of Text Complexity -- Informational Text</b>									
21	RI10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
<b>Reading Standards for Foundational Skills (RF)</b>									
<b>Phonics and Word Recognition</b>									
22	RF3	Know and apply grade-level phonics and word analysis skills in decoding words.							
23	RF3A	Distinguish long and short vowels when reading regularly spelled one-syllable words.							
24	RF3B	Know spelling-sound correspondences for additional common vowel teams.							
25	RF3C	Decode regularly spelled two-syllable words with long vowels.							
26	RF3D	Decode words with common prefixes and suffixes.							
27	RF3E	Identify words with inconsistent but common spelling-sound correspondences.							
28	RF3F	Recognize and read grade-appropriate irregularly spelled words.							
<b>Fluency</b>									
29	RF4	Read with sufficient accuracy and fluency to support comprehension.							
30	RF4A	Read grade-level text with purpose and understanding.							
31	RF4B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.							
32	RF4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
<b>Writing Standards (W)</b>									
<b>Text Types and Purposes -- Writing</b>									
33	W1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.							

34	W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.							
35	W3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.							
<b>Production and Distribution of Writing</b>									
36	W5	With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing.							
37	W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.							
38	NM E.3A	Apply digital tools to gather, evaluate, and use information.							
39	NM E.3B	Use digital media and environments to communicate and work collaboratively.							
<b>Research to Build and Present Knowledge</b>									
40	W7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).							
41	W8	Recall information from experiences or gather information from provided sources to answer a question.							
<b>Speaking and Listening Standards (SL)</b>									
<b>Comprehension and Collaboration</b>									
42	SL1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.							
43	SL1A	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).							
44	SL1B	Build on others' talk in conversations by linking their comments to the remarks of others.							
45	SL1C	Ask for clarification and further explanation as needed about the topics and texts under discussion.							
46	SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.							

47	SL3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.							
<b>Presentation of Knowledge and Ideas</b>									
48	SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.							
49	SL5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.							
50	SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.							
51	NM H.3	Describe events related to the students' experiences, nations, and cultures.							
<b>Language Standards (L)</b>									
<b>Conventions of Standard English</b>									
52	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
53	L1A	Use collective nouns (e.g., group).							
54	L1B	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).							
55	L1C	Use reflexive pronouns (e.g., myself, ourselves).							
56	L1D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).							
57	L1E	Use adjectives and adverbs, and choose between them depending on what is to be modified.							
58	L1F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).							
59	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
60	L2A	Capitalize holidays, product names, and geographic names.							
61	L2B	Use commas in greetings and closings of letters.							
62	L2C	Use an apostrophe to form contractions and frequently occurring possessives.							

63	L2D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).							
64	L2E	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.							
65	NM I	Use letter formation, lines, and spaces to create a readable document.							
<b>Knowledge of Language</b>									
66	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
67	L3A	Compare formal and informal uses of English.							
<b>Vocabulary Acquisition and Use</b>									
68	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.							
69	L4A	Use sentence-level context as a clue to the meaning of a word or phrase.							
70	L4B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).							
71	L4C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).							
72	L4D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).							
73	L4E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.							
74	L5	Demonstrate understanding of word relationships and nuances in word meanings.							
75	L5A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).							
76	L5B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).							

77	L6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).							
----	----	---	--	--	--	--	--	--	--

**Section 2: Structured Literacy 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) If necessary, you may enter a second, targeted citation in order to address criteria with multiple components. You may enter no more than two citations per cell. 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.**

<b>Reviewer directions for Structured Literacy Content Review:</b>	<p>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:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>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.</p> <p><b>o 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 (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 <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p>
--	---	--

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
------------	---	-----------------------------	-------	--	-------------------	-------	-------------------	--

**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.							
<b>Materials reflect all the evidence-based elements of structured literacy.</b>								
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**

**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 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.							
<b>Text Selection and Range of Texts:</b> 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.)							
<b>Text Selection – Quality of Texts:</b> 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).							
<b>Text-Dependent and Text-Specific Questions:</b> 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.							
<b>Scaffolding and Supports</b>								
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**

**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.**

	<b>Reviewer directions for All Content Review:</b>	<p>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:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>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.</p> <p><b>o 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 (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 <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b></p>
--	--	---	--

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 <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 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.							
<b>Materials support teacher planning, learning, and understanding of the standards.</b>								
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). <b><i>(Publisher citation only required.)</i></b>							
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.							
<b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b>								
14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <b><i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WIDA ELD Standards.)</i></b>							
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.							
<b>Materials support effective use of technology to enhance student learning.</b>								
19	Materials integrate opportunities for digital learning into the text.							
20	Materials include opportunities to assess student understandings and knowledge using technology.							
<b>Materials can be easily customized for individual learners.</b>								
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.							
<b>Materials give all students extensive opportunities and support to explore key concepts.</b>								
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. <b><i>(Publisher citation only required.)</i></b>							

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