



## F.3 English Language Arts - Grade 3

### 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	71	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:**

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- 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. 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. Each citation cell, score cell, and evidence cell will turn green as you score the materials. 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.3 Grade 3 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
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**Reading Standards for Literature (RL)**

**Key Ideas and Details -- Literature**

1	RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
2	RL2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.							
3	RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.							
4	NM B.4A	Ask and answer questions and make predictions to demonstrate understanding of a text.							
5	NM B.4B	Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition.							
6	NM B.4C	Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.							

**Craft and Structure -- Literature**

7	RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.							
8	RL5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.							
9	RL6	Distinguish their own point of view from that of the narrator or those of the characters.							
<b>Integration of Knowledge and Ideas -- Literature</b>									
10	RL7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).							
11	RL9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).							
<b>Range of Reading and Level of Text Complexity -- Literature</b>									
12	RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.							
<b>Reading Standards for Informational Text (RI)</b>									
<b>Key Ideas and Details -- Informational Text</b>									
13	RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.							
14	RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.							
15	RI3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.							
<b>Craft and Structure -- Informational Text</b>									
16	RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.							
17	RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.							

18	RI6	Distinguish their own point of view from that of the author of a text.							
<b>Integration of Knowledge and Ideas -- Informational Text</b>									
19	RI7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).							
20	RI8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).							
21	RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.							
<b>Range of Reading &amp; Level of Text Complexity -- Informational Text</b>									
22	RI10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.							
<b>Reading Standards for Foundational Skills (RF)</b>									
<b>Phonics and Word Recognition</b>									
23	RF3	Know and apply grade-level phonics and word analysis skills in decoding words.							
24	RF3A	Identify and know the meaning of the most common prefixes and derivational suffixes.							
25	RF3B	Decode words with common Latin suffixes.							
26	RF3C	Decode multisyllable words.							
27	RF3D	Read grade-appropriate irregularly spelled words.							
<b>Fluency</b>									
28	RF4	Read with sufficient accuracy and fluency to support comprehension.							
29	RF4A	Read grade-level text with purpose and understanding.							
30	RF4B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.							
31	RF4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
<b>Writing Standards (W)</b>									

Text Types and Purposes									
32	W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.							
33	W1A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.							
34	W1B	Provide reasons that support the opinion.							
35	W1C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.							
36	W1D	Provide a concluding statement or section.							
37	W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
38	W2A	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.							
39	W2B	Develop the topic with facts, definitions, and details.							
40	W2C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.							
41	W2D	Provide a concluding statement or section.							
42	W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
43	W3A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.							
44	W3B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.							
45	W3C	Use temporal words and phrases to signal event order.							
46	W3D	Provide a sense of closure.							
47	NM F	Use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.							
Production and Distribution of Writing									

48	W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							
49	W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)							
50	W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.							
<b>Research to Build and Present Knowledge</b>									
51	W7	Conduct short research projects that build knowledge about a topic.							
52	W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.							
53	NM G.1A	Gather relevant information from multiple sources, including oral knowledge							
54	NM G.1B	Apply digital tools to gather, evaluate, and use information.							
<b>Range of Writing</b>									
55	W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.							
<b>Speaking and Listening Standards (SL)</b>									
<b>Comprehension and Collaboration</b>									
56	SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.							
57	SL1A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.							

58	SL1B	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).							
59	SL1C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.							
60	SL1D	Explain their own ideas and understanding in light of the discussion.							
61	SL2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.							
62	SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.							
<b>Presentation of Knowledge and Ideas</b>									
63	SL4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.							
64	SL5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.							
65	SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.							
<b>Language Standards (L)</b>									
<b>Conventions of Standard English</b>									
66	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
67	L1A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.							
68	L1B	Form and use regular and irregular plural nouns.							
69	L1C	Use abstract nouns (e.g., <i>childhood</i> ).							
70	L1D	Form and use regular and irregular verbs.							
71	L1E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.							

72	L1F	Ensure subject-verb and pronoun-antecedent agreement.							
73	L1G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
74	L1H	Use coordinating and subordinating conjunctions.							
75	L1I	Produce simple, compound, and complex sentences.							
76	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
77	L2A	Capitalize appropriate words in titles.							
78	L2B	Use commas in addresses.							
79	L2C	Use commas and quotation marks in dialogue.							
80	L2D	Form and use possessives.							
81	L2E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).							
82	L2F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.							
83	L2G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.							
84	NM H.4A	Understand the influence of heritage language in English speech patterns.							
85	NM H.4B	Orally compare and contrast accounts of the same event and text.							
86	NM H.4C	Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.							
<b>Knowledge of Language</b>									
87	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
88	L3A	Choose words and phrases for effect.							
89	L3B	Recognize and observe differences between the conventions of spoken and written standard English.							
<b>Vocabulary Acquisition and Use</b>									

<b>90</b>	<b>L4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.						
<b>91</b>	<b>L4A</b>	Use sentence-level context as a clue to the meaning of a word or phrase.						
<b>92</b>	<b>L4B</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).						
<b>93</b>	<b>L4C</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).						
<b>94</b>	<b>L4D</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.						
<b>95</b>	<b>L5</b>	Demonstrate understanding of word relationships and nuances in word meanings.						
<b>96</b>	<b>L5A</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).						
<b>97</b>	<b>L5B</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).						
<b>98</b>	<b>L5C</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).						
<b>99</b>	<b>L6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).						

**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>	
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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
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**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.							
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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.							
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**Materials reflect evidence-based teaching principles.**

3	Materials provide systematic and cumulative reading instruction sequences that progress from prerequisite skills to more advanced skills.							
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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 include evidence-based structured literacy elements for grades 3-6.</b>								
7	Materials provide opportunities to practice the six orthographic syllable types, syllabication patterns, and morphology (e.g., roots and affixes) in order to accurately read unfamiliar monosyllabic and multisyllabic words.							
8	Materials provide opportunities to practice identifying most common prefixes and suffixes appropriate for grade level.							
9	Materials provide opportunities to read grade-appropriate irregularly spelled words.							

## Section 2: English Language Arts Content Review

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**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 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 3-5 ELA Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
<b>Key Criteria for Reading Foundations</b>								
	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 extensive opportunities to encounter complex text 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	Reading selections represent a balance of literature and informational texts that are high quality, authentic texts. Texts are worth reading and re-reading across multiple days and lessons, and can be used for addressing multiple content standards at grade level.							

6	Literature selections include a variety of grade appropriate full-length classic and contemporary readings (e.g., plays, novels, narratives, poetry, short stories...)							
7	Informational text selections include a variety of grade appropriate full-length readings. (e.g., speeches, scientific and historical documents, social and cultural studies).							
8	Materials include sufficient practice to achieve accuracy as well as a variety of specific fluency building techniques supported by research through reading, writing, listening and speaking.							
<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).								
9	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).							
10	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 sources 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.								
11	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.)							
12	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).							
13	Opportunities are provided to increase regular independent reading of texts that appeal to students' interests while developing independent reading skills.							
<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.								

14	Materials provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text as required by the grade level standards.							
15	Materials contain a well sequenced set of text-dependent/ text-specific questions which integrate skills to demonstrate a deeper understanding of the text.							
16	Questions and tasks cultivate students' abilities to ask and answer questions based on the text.							
<b>Scaffolding and Supports</b>								
17	Materials provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex texts (either heard or read) as required by the standards (e.g., build background knowledge, sequence questions, structural supports, strategies that scaffold).							
18	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).							
19	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.							
20	Materials provide writing opportunities for students that are prominent and varied. Writing activities include extensive opportunities to write in response to the publisher's content.							
21	Materials provide a design for whole-group, small-group, and individual instruction that cultivates student responsibility and independence.							
22	Materials provide word awareness introduced through the use of research based strategies (e.g., graphic organizers, word walls, use of context clues, and practice activities) that encourage deep processing and connecting word meaning to prior knowledge. Words are grade appropriate vocabulary and grade level academic language.							

**Section 2: All Content Review**

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- For this section, you may enter one citation per criterion. (Column C) Each citation should direct the reviewer to a specific location in the materials that best exemplifies the criterion. The 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 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. <b>o Each score cell will turn green as you score the materials.</b>			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> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <b>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b>			
Criteria #	Provider/Publisher Criteria for All Content	Provider/Publisher Citation	Score	Reviewer's Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citations, or feedback
<b>Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.</b>								
1	Materials attend to the full intent of the content contained in the standards for all students.							
2	Materials, when used as designed, allow students to fully learn each standard.							
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.							
4	Materials are coherent and make meaningful connections where required by the standards.							
<b>Materials are well designed and take into account effective lesson structure and pacing.</b>								
5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. 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>(Publisher citation only required.)</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. <i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WiDA ELD Standards.)</i>							
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>(Publisher citation only required.)</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.							