



F.4 English Language Arts - Grade 4

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	69	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: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <ul style="list-style-type: none"> 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.
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Criteria #	Standard	F.4 Grade 4 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	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							
2	RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.							
3	RL3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).							
4	NM B.5A	Develop an understanding of people, cultures, and societies and explore self identity through literature, media, and oral tradition							
5	NM B.5B	Understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.							

Craft and Structure -- Literature

6	RL4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).							
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7	RL5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.							
8	RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.							
Integration of Knowledge and Ideas -- Literature									
9	RL7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.							
10	RL9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.							
Range of Reading and Level of Text Complexity -- Literature									
11	RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
Reading Standards for Informational Text (RI)									
Key Ideas and Details -- Informational Text									
12	RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							
13	RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.							
14	RI3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.							
Craft and Structure -- Informational Text									
15	RI4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.							
16	RI5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.							

17	RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.							
Integration of Knowledge and Ideas -- Informational Text									
18	RI7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.							
19	RI8	Explain how an author uses reasons and evidence to support particular points in a text.							
20	RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.							
Range of Reading & Level of Text Complexity -- Informational Text									
21	RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
Reading Standards for Foundational Skills (RF)									
Phonics and Word Recognition									
22	RF3	Know and apply grade-level phonics and word analysis skills in decoding words.							
23	RF3A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.							
Fluency									
24	RF4	Read with sufficient accuracy and fluency to support comprehension.							
25	RF4A	Read grade-level text with purpose and understanding.							
26	RF4B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.							
27	RF4C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.							
Writing Standards (W)									
Text Types and Purposes									

28	W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.							
29	W1A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.							
30	W1B	Provide reasons that are supported by facts and details.							
31	W1C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).							
32	W1D	Provide a concluding statement or section related to the opinion presented.							
33	W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.							
34	W2A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.							
35	W2B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.							
36	W2C	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).							
37	W2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
38	W2E	Provide a concluding statement or section related to the information or explanation presented.							
39	W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.							
40	W3A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.							
41	W3B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.							
42	W3C	Use a variety of transitional words and phrases to manage the sequence of events.							
43	W3D	Use concrete words and phrases and sensory details to convey experiences and events precisely.							
44	W3E	Provide a conclusion that follows from the narrated experiences or events.							

45	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									
46	W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							
47	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 4.)							
48	W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.							
Research to Build and Present Knowledge									
49	W7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.							
50	W8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.							
51	W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
52	W9A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).							
53	W9B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).							
54	NM G.2A	Gather relevant information from multiple sources, including oral knowledge.							
55	NM G.2B	Apply digital tools to gather, evaluate, and use information.							

56	NM G.2C	Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.							
Range of Writing									
57	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.							
Speaking and Listening Standards (SL)									
Comprehension and Collaboration									
58	SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.							
59	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.							
60	SL1B	Follow agreed-upon rules for discussions and carry out assigned roles.							
61	SL1C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.							
62	SL1D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.							
63	SL2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.							
64	SL3	Identify the reasons and evidence a speaker provides to support particular points.							
Presentation of Knowledge and Ideas									
65	SL4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							
66	SL5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							

67	SL6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.							
Language Standards (L)									
Conventions of Standard English									
68	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
69	L1A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).							
70	L1B	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.							
71	L1C	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.							
72	L1D	Order adjectives within sentences according to conventional patterns (e.g., a <i>small red bag</i> rather than a <i>red small bag</i>).							
73	L1E	Form and use prepositional phrases.							
74	L1F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.							
75	L1G	Correctly use frequently confused words (e.g., to, too, two; there, their).							
76	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
77	L2A	Use correct capitalization.							
78	L2B	Use commas and quotation marks to mark direct speech and quotations from a text.							
79	L2C	Use a comma before a coordinating conjunction in a compound sentence.							
80	L2D	Spell grade-appropriate words correctly, consulting references as needed.							
81	NM H.4A	Understand the influence of heritage language in English speech patterns.							
82	NM H.4B	Orally compare and contrast accounts of the same event and text.							
83	NM H.4C	Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.							
Knowledge of Language									

84	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
85	L3A	Choose words and phrases to convey ideas precisely.						
86	L3B	Choose punctuation for effect.						
87	L3C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).						
Vocabulary Acquisition and Use								
88	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.						
89	L4A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.						
90	L4B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).						
91	L4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.						
92	L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						
93	L5A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.						
94	L5B	Recognize and explain the meaning of common idioms, adages, and proverbs.						
95	L5C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).						
96	L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).						

Section 2: Structured Literacy Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

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- 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.

	Reviewer directions for Structured Literacy Content Review:	<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"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <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>o Each score cell will turn green as you score the materials.</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 provide evidence to support your determination:</p> <ul style="list-style-type: none"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <p>o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</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.							
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.							
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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.							
Materials include evidence-based structured literacy elements for grades 3-6.								
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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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
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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 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.							
Text Selection and Range of Texts: Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).								
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.)							
Text Selection – Quality of Texts: 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.							

Text-Dependent and Text-Specific Questions: Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

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.							

Scaffolding and Supports

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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- 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: <ul style="list-style-type: none"> 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. <p style="text-align: center;">o Each score cell will turn green as you score the materials.</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 provide evidence to support your determination: <ul style="list-style-type: none"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <p style="text-align: center;">o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</p>	
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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
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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.							
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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). <i>(Publisher citation only required.)</i>							
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. <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.							
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. <i>(Publisher citation only required.)</i>							
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.							
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