



F.6 English Language Arts - Grade 6

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	73	
All Content Review	0	127	
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	47	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	68	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.
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Criteria #	Standard	F.6 Grade 6 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	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
2	RL2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.							
3	RL3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.							
4	NM B.1A	Analyze how a cultural work of literature, including oral tradition, draws on themes, patterns of events, or character types, and how the differing structure of the text contributes to society, past or present.							
5	NM B.1B	Analyze works of Hispanic and Native American text by showing how it reflects the heritage, traditions, attitudes, and beliefs of the author and how it applies to society.							
6	NM B.1C	Compare a cultural value as portrayed in literature with a personal belief or value.							

Craft and Structure -- Literature

7	RL4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.							
8	RL5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.							
9	RL6	Explain how an author develops the point of view of the narrator or speaker in a text.							

Integration of Knowledge and Ideas -- Literature

10	RL7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.							
11	RL9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.							

Range of Reading and Level of Text Complexity -- Literature

12	RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
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Reading Standards for Informational Text (RI)**Key Ideas and Details -- Informational Text**

13	RI1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
14	RI2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.							
15	RI3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).							

Craft and Structure -- Informational Text

16	RI4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.							
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17	RI5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.							
18	RI6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.							
Integration of Knowledge and Ideas -- Informational Text									
19	RI7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.							
20	RI8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.							
21	RI9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).							
22	NM D.1	Distinguish between primary and secondary sources.							
23	NM D.2	Describe how the media use propaganda, bias, and stereotyping to influence audiences.							
Range of Reading & Level of Text Complexity -- Informational Text									
24	RI10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.							
Writing Standards (W)									
Text Types and Purposes									
25	W1	Write arguments to support claims with clear reasons and relevant evidence.							
26	W1A	Introduce claim(s) and organize the reasons and evidence clearly.							
27	W1B	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.							
28	W1C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.							
29	W1D	Establish and maintain a formal style.							
30	W1E	Provide a concluding statement or section that follows from the argument presented.							
31	W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							

32	W2A	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.							
33	W2B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.							
34	W2C	Use appropriate transitions to clarify the relationships among ideas and concepts.							
35	W2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.							
36	W2E	Establish and maintain a formal style.							
37	W2F	Provide a concluding statement or section that follows from the information or explanation presented.							
38	W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.							
39	W3A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.							
40	W3B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.							
41	W3C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.							
42	W3D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.							
43	W3E	Provide a conclusion that follows from the narrated experiences or events.							
Production and Distribution of Writing									
44	W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)							

45	W5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)							
46	W6	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 three pages in a single sitting.							
Research to Build and Present Knowledge									
47	W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.							
48	W8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.							
49	W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
50	W9A	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).							
51	W9B	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).							
Range of Writing									
52	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									
53	SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.							

54	SL1A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.							
55	SL1B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.							
56	SL1C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.							
57	SL1D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.							
58	SL2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.							
59	SL3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.							

Presentation of Knowledge and Ideas

60	SL4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.							
61	SL5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.							
62	SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.							
63	NM E.1	Understand the influence of heritage language in English speech patterns.							
64	NM E.2	Orally compare and contrast accounts of the same event and text.							
65	NM E.3	Demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.							

Language Standards (L)

Conventions of Standard English

66	L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
67	L1A	Ensure that pronouns are in the proper case (subjective, objective, possessive).							
68	L1B	Use intensive pronouns (e.g., myself, ourselves).							
69	L1C	Recognize and correct inappropriate shifts in pronoun number and person.							
70	L1D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							
71	L1E	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							
72	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
73	L2A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.							
74	L2B	Spell correctly.							
Knowledge of Language									
75	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
76	L3A	Vary sentence patterns for meaning, reader/ listener interest, and style.							
77	L3B	Maintain consistency in style and tone.							
Vocabulary Acquisition and Use									
78	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.							
79	L4A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.							
80	L4B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).							
81	L4C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.							

82	L4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).							
83	L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.							
84	L5A	Interpret figures of speech (e.g., personification) in context.							
85	L5B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.							
86	L5C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).							
87	L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.							

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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- The Reviewer will be scoring the materials based on the citation provided.
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	<p>Reviewer directions for English Language Arts Content Review:</p>	<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 6-8 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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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).

1	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).							
2	Materials explicitly provide a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.							
3	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.

4	Materials provide content rich and well-crafted texts, representing the best available, most authentic literature and informational text, varied by genre and subject matter.							
5	Informational texts offer a variety of text structures (e.g., bold print, heading, captions, etc.) and provide a variety of text types (e.g., speeches, editorials, newspaper articles, essays, literary nonfiction, seminal US and foundational documents).							
6	Materials provide opportunities for students to independently build and demonstrate their knowledge of standards-based informational texts in history/social studies, science, and technical subjects through reading and writing.							
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.								
7	Materials provide text-dependent questions and tasks that require the use of textual evidence, including supporting evidence to validate inferences drawn from the text.							
8	Materials contain a well-sequenced set of text-dependent/text-specific questions which integrate skills to demonstrate a deeper understanding of the text.							
9	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each grade-level band.							
10	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts as required by the standards at each grade-level band.							
11	Materials provide opportunities for rhetorical analysis. This includes the rhetorical triangle (speaker, audience, message), classical appeals, modes of development, and academic language.							
Scaffolding and Supports								
12	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).							

13	Instructional materials direct teachers to return to focused parts of the text to guide students through re-reading, discussion and writing about the ideas, events and information regularly and systematically.							
14	Materials provide opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.							
15	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations).							
16	Materials utilize and assess students at a variety of knowledge levels (e.g., Bloom's, Depth of Knowledge, etc.) centered on grade level texts aligned and measured against the CCSS expectations.							
17	Materials address issues of plagiarism, in-text citations, and academic honesty in the production of writing.							
18	Materials contain guidelines for assessing website and information credibility.							
19	Materials provide strategies and activities to support clear and concise instruction to teachers and students, promoting the correct and appropriate use of the English language for all students.							
20	Materials present vocabulary and convention skills in an integrated structure across reading, writing, speaking, and listening, avoiding isolated instruction of these skills.							

Section 2: All Content Review

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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
Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.								
1	Materials attend to the full intent of the content contained in the standards for all students.							
2	Materials, when used as designed, allow students to fully learn each standard.							
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.							
4	Materials are coherent and make meaningful connections where required by the standards.							
Materials are well designed and take into account effective lesson structure and pacing.								
5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments are not haphazard; tasks are given in intentional sequences.							
6	Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned learning objectives and opportunities for differentiated instruction.							

7	Within each lesson of the Teacher's Edition, there are clear, measurable language objectives and opportunities for differentiated instruction.							
8	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.							
9	The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.							
10	Materials incorporate a glossary, footnotes, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.							
Materials support teacher planning, learning, and understanding of the standards.								
11	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). (Publisher citation only required.)							
12	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.							
13	Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.							
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.								
14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <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. (Publisher citation only required.)							
27	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.							
Materials take into account cultural perspectives.								
28	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.							
29	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.							
30	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.							
31	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.							
Inclusion of Culturally Responsive Lens (CR)								
32	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.							
33	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.							
34	The instructional materials engage students in critical reflection about their own lives and societies.							
35	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							