



F.25 Music - Grades 6-8

PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

Section 1: Standards Review: Music										
PROVIDER/PUBLISHER INSTRUCTIONS:										
<p>• Provider/Publisher citations for this section will refer to the Teacher Edition (teacher-facing core material) and Student Edition/Student Workbook (student-facing core material). The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond 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. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams.</p> <p>• For this section, the provider/publisher will enter two citations per standard (Columns E and I). 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 within the materials.</p> <p>◦ Column E: Enter one citation in Column E from the Student Edition/Student Workbook (student-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. Any cells grayed out do not require a citation.</p> <p>◦ Column I: Enter one citation in Column I from the Teacher Edition (teacher-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. Any cells grayed out do not require a citation.</p> <p>• The material will be scored for alignment with each standard as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided.</p> <p>◦ NOTE: You may not use a citation more than once across ALL sections of the rubric.</p>										
Reviewer directions for Music Standards Review:				<p>Columns E-H: The provider/publisher will provide a citation from the Student Edition or Student Workbook (student-facing core material, 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.</p> <ul style="list-style-type: none"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard <p>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.</p> <p>◦ Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</p> <p>◦ Each score cell (column F) will turn green as you score the materials.</p>			<p>Columns I-L: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material, print and/or digital) for 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:</p> <ul style="list-style-type: none"> ◦ M = Meets the standard ◦ P = Partially meets the standard ◦ D = Does not meet the standard <p>◦ Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</p> <p>◦ Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</p>			
Criteria #	Standard	Grade Level	F.25 Music Grades 6-8	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
Anchor Standard 1: Creating (Imagine): Generate and conceptualize artistic ideas and work.										
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.										
Essential Question: How do musicians generate creative ideas?										
1	MU:Cr1.1.6a	6	Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.							
2	MU:Cr1.1.7a	7	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.							
3	MU:Cr1.1.8a	8	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.							
Anchor Standard 2: Creating (Plan and Make): Organize and develop artistic ideas and work.										
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.										
Essential Question: How do musicians make creative decisions?										
4	MU:Cr2.1.6a	6	Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.							
5	MU:Cr2.1.6b	6	Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.							
6	MU:Cr2.1.7a	7	Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.							
7	MU:Cr2.1.7b	7	Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.							
8	MU:Cr2.1.8a	8	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.							
9	MU:Cr2.1.8b	8	Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.							
Anchor Standard 3: Creating (Evaluate and Refine/Present): Refine and complete artistic work.										
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.										
Essential Question: How do musicians improve the quality of their creative work?										
10	MU:Cr3.1.6a	6	Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.							
11	MU:Cr3.1.6b	6	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.							
12	MU:Cr3.1.7a	7	Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.							
13	MU:Cr3.1.7b	7	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).							
14	MU:Cr3.1.8a	8	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.							
15	MU:Cr3.1.8b	8	Describe the rationale for refining works by explaining the choices, based on evaluation criteria.							
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.										
Essential Question: When is creative work ready to share?										
16	MU:Cr3.2.6a	6	Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.							
17	MU:Cr3.2.7a	7	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.							
18	MU:Cr3.2.5a	8	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.							
Anchor Standard 4: Performing (Select/Analyze/Interpret): Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.										
Essential Question: How do performers select repertoire?										
19	MU:Pr4.1.6a	6	Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.							
20	MU:Pr4.1.7a	7	Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.							
21	MU:Pr4.1.8a	8	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.							
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.										
Essential Question: How does understanding the structure and context of musical works inform performance?										
22	MU:Pr4.2.6a	6	Explain how understanding the structure and the elements of music are used in music selected for performance.							

23	MU:Pr4.2.6b	6	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.																
24	MU:Pr4.2.6c	6	Identify how cultural and historical context inform performances.																
25	MU:Pr4.2.7a	7	Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.																
26	MU:Pr4.2.7b	7	When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.																
27	MU:Pr4.2.7c	7	Identify how cultural and historical context inform performances and result in different music interpretations.																
28	MU:Pr4.2.8a	8	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.																
29	MU:Pr4.2.8b	8	When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.																
30	MU:Pr4.2.8c	8	Identify how cultural and historical context inform performances and result in different musical effects.																
Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.																			
Essential Question: How do performers interpret musical works?																			
31	MU:Pr4.3.6a	6	Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.																
32	MU:Pr4.3.7a	7	Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.																
33	MU:Pr4.3.8a	8	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).																
Anchor Standard 5: Performing (Rehearse, Evaluate and Refine): Develop and refine artistic techniques and work for presentation.																			
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.																			
Essential Question: How do musicians improve the quality of their performance?																			
34	MU:Pr5.1.6a	6	Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.																
35	MU:Pr5.1.7a	7	Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.																
36	MU:Pr5.1.8a	8	Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.																
Anchor Standard 6: Performing (Present): Convey meaning through the presentation of artistic work.																			
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.																			
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?																			
37	MU:Pr6.1.6a	6	Perform the music with technical accuracy to convey the creator's intent.																
38	MUPr6.1.6b	6	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose																
39	MU:Pr6.1.7a	7	Perform the music with technical accuracy and stylistic expression to convey the creator's intent.																
40	MU:Pr6.1.7b	7	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.																
41	MU:Pr6.1.8a	8	Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.																
42	MU:Pr6.1.8b	8	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.																
Anchor Standard 7: Responding (Select/Analyze): Perceive and analyze artistic work																			
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.																			
Essential Question: How do individuals choose music to experience?																			
43	MU:Re7.1.6a	6	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.																
44	MU:Re7.1.7a	7	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.																
45	MU:Re7.1.8a	8	Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.																
Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.																			
Essential Question: How do individuals choose music to experience?																			
46	MU:Re7.2.6a	6	Describe how the elements of music and expressive qualities relate to the structure of the pieces.																
47	MU:Re7.2.6b	6	Identify the context of music from a variety of genres, cultures, and historical periods.																
48	MU:Re7.2.7a	7	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.																
49	MU:Re7.2.7b	7	Identify and compare the context of music from a variety of genres, cultures, and historical periods.																
50	MU:Re7.2.8a	8	Compare how the elements of music and expressive qualities relate to the structure within programs of music.																
51	MU:Re7.2.8b	8	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.																
Anchor Standard 8: Responding (Interpret): Interpret intent and meaning in artistic work.																			
Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.																			
Essential Question: How do we discern the musical creators' and performers' expressive intent?																			
52	MU:Re8.1.6a	6	Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.																
53	MU:Re8.1.7a	7	Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.																
54	MU:Re8.1.8a	8	Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.																
Anchor Standard 9: Responding (Evaluate): Apply criteria to evaluate artistic work.																			
Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.																			
Essential Question: How do we judge the quality of musical work(s) and performance(s)?																			

55	MU:Re9.1.6a	6	Apply teacher-provided criteria to evaluate musical works or performances.						
56	MU:Re9.1.7a	7	Select from teacher-provided criteria to evaluate musical works or performances.						
57	MU:Re9.1.8a	8	Apply appropriate personally-developed criteria to evaluate musical works or performances.						
Anchor Standard 10: Connecting: Synthesize and relate knowledge and personal experiences to make art.									
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.									
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?									
58	MU:Cn10.0.6-8	6-8	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.						
Anchor Standard 11: Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding									
Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.									
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?									
59	MU:Cn11.0.6-8	6-8	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.						

Section 2: Arts Content Review									
<p>PROVIDER/PUBLISHER INSTRUCTIONS:</p> <ul style="list-style-type: none"> • Provider/Publisher citations for this section will refer to the Teacher Edition (teacher-facing core material) and/or Student Edition/Student Workbook (student-facing core material). The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond 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. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams. • For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets 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. <ul style="list-style-type: none"> o Columns C and G: Enter one citation in Column C and one citation in Column G from either the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. Any cells grayed out do not require a citation. • The material will be scored for alignment with each criterion as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided. <ul style="list-style-type: none"> o NOTE: You may not use a citation more than once across ALL sections of the rubric. 									
Reviewer directions for Arts Content Review:			Columns C-F: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F. o Each score cell will turn green as you score the materials.			Columns G-J: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion o Each score cell and evidence cell will turn green as you score the materials.			
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FOCUS AREA 1 DISCIPLINARY LITERACY: Instructional materials incorporate reading, writing, and communicating within the arts disciplines.									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. (Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
FOCUS AREA 2 LEARNING PROGRESSIONS: Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
FOCUS AREA 3 AUTHENTICITY AND RELEVANCE: Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.									
10	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
11	Instructional materials reference New Mexico artists and their produced artwork.								
FOCUS AREA 4 SCAFFOLDING AND SUPPORTS: Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.									
12	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
13	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
14	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

Section 2: All Content Review									
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Criteria #	Provider/Publisher Criteria All Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback	
FOCUS AREA 1 COHERENCE:									
Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
FOCUS AREA 2 WELL-DESIGNED LESSONS:									
Instructional materials take into account effective lesson structure and pacing.									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
FOCUS AREA 3 RESOURCES FOR PLANNING:									
Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.									
12	Instructional materials provide a list of lessons in the Teacher 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. (Publisher citation only required.)								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
FOCUS AREA 4 ASSESSMENT:									
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. (Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
FOCUS AREA 5 EXTENSIVE SUPPORT:									
Instructional materials give all students extensive opportunities and support to explore key concepts.									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. (Publisher citation only required.)								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:									
Instructional materials represent a variety of cultural and linguistic perspectives.									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							