Glendale Elementary School District
2023 ELA Adoption
K-2 Rubric

Directions for reviewers using this rubric:
Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequtely met.	The criterion was substantially met.	The criterion was completely met.

1. Foundational Reading Skills

1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	☐ 1. The criterion was not met.	☐ 2. The criterioni was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Print Concepts

1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Phonological Awareness

1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Phonemic Awareness

1.4. Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Phonics

1.6. Materials present letter–sound correspondences in an explicit and sequential fashion (for example, potentially confusing letters like b and d are not introduced together, and a few short vowels are introduced early).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

1.8. Materials support instruction that teaches students how to write spell and decode common sound-spelling patterns of English in an explicit, sequential fashion (for example, CV, CVC words containing digraphs, and vowel teams).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

1.9. Materials support instruction that progresses from simple to more complex sound–spelling patterns and word analysis skills (for example, CVC words before CVCC, CCVC, and CVe words and single syllable words before multisyllabic words).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Criterion	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
1.10. Materials support instruction that teaches students how to decode multisyllabic words by looking for pronounceable word parts within them (for example, compound words and syllables).	☐	☐	☐	☐	☐	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	☐	☐	☐	☐	☐	
Support your Rating:						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	☐	☐	☐	☐	☐	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	☐	☐	☐	☐	☐	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	☐	☐	☐	☐	☐	
Support your Rating:						

Fluency

Criterion	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
1.15. Materials provide teachers opportunities to model fluent reading and to scaffold and give feedback as students read orally in order to foster accurate and efficient word identification.	☐	☐	☐	☐	☐	
Support your Rating:						

Total Points Section 1:

2. Reading comprehension for literary and informational texts

Criterion	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
2.1. Texts for each grade band align with complexity requirements and instructional goals.	☐	☐	☐	☐	☐	
Support your Rating:						
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	☐	☐	☐	☐	☐	
Support your Rating:						
2.3. Materials include a sufficient number of texts that allow students to read a variety of texts daily with and without feedback to support accuracy, fluency, and comprehension.	☐	☐	☐	☐	☐	
Support your Rating:						
2.4. Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.	☐	☐	☐	☐	☐	
Support your Rating:						
2.5. Texts are provided for read-alouds that are above the instructional level in complexity and guidance. These texts are used to conduct multiple read-alouds for the purpose of building vocabulary and reading	☐	☐	☐	☐	☐	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

2.7. Once students are able to read independently, materials provide additional text for regular independent reading that appeals to students' interests to develop both knowledge and love of reading.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

Total Points Section 2:						

3. Writing development and skills

3.1. Materials include opportunities to practice writing words introduced in reading instruction and use them to write in response to what students have read.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

3.2. Materials are designed with activities for students to write about what they read in both literary and informational text (for example, summaries, reactions, analysis or interpretation of text, notes, and ask/answer questions.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	**Total Points**
Support your Rating:						

Total Points Section 3:						

4. Speaking and listening development and skills

4.1.Materials include opportunities to continue to build oral language and listening skills as students develop the ability to read independently (for example, exposure to fiction and informational text read aloud, discussions to compare/contrast, and analyze and synthesize information in response to text read aloud).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
				Total Points Section 4:		

5. Language development and skills

5.1. Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational text.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
5.3. Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, by differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
5.4. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example, quizzed, whined, and stammered) and that are basic to a particular topic (for example, wildlife, conservation, and endangered when discussing animal preservation).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
5.5. Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points
Support your Rating:						
				Total Points Section 5:		
			Total Points Section 1-5:			

Glendale Elementary School District
2023 ELA Adoption
K-2 Rubric

Directions for reviewers using this rubric:

Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adquetly met.	The criterion was substantially met.	The criterion was completely met.

Title:

Publisher:

1. The content is aligned with foundational reading skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2. The content is aligned with reading comprehension for literary and informational texts for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3. The content is aligned with writing development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

4. The content is aligned with speaking and listening development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5. The content is aligned with language development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

Glendale Elementary School District
2023 ELA Adoption
3-5 Rubric

Directions for reviewers using this rubric:
Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adquetly met.	The criterion was substantially met.	The criterion was completely met.

1. Foundational Reading Skills

1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	☐ 1. The criterion was not met.	☐ 2. The criterioni was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	☐ 1. The criterion was not met.	☐ 2. The criterioni was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

Total Points Section 1:

2. Reading comprehension for literary and informational texts and text complexity

2.1. The text and text complexity are appropriate for the reading level of students.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.4. Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.5. Specific texts are included in materials for teaching various text structures (for example, sequence, comparison, contrast, and cause/effect) to support comprehension and careful reading of narrative and informational text.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.7. Material cultivates student engagement in reading text carefully.	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	☐ 1. The criterion was not met.	☐ 2. The criterion was partially met.	☐ 3. The criterion was adquetly met.	☐ 4. The criterion was substantially met.	☐ 5. The criterion was completely met.	Total Points

Support your Rating:

	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	☐	☐	☐	☐	☐	
Support your Rating:						
2.10. Materials support instruction that teaches students to identify and describe or explain ideas for narrative text (for example, main idea and theme) and informational text (for example, connections between ideas and concepts) in a progressively more complex manner.	☐	☐	☐	☐	☐	
Support your Rating:						
2.11. Materials support instruction that teaches students to use the features of text to gain meaning from narrative text (for example, how chapters and scenes are used in types of literature) and informational text (for example, use of illustrations and graphs, and structural elements) with increasing complexity.	☐	☐	☐	☐	☐	
Support your Rating:						
2.12. Materials support instruction that teaches students to understand and analyze various points of view for narrative text (for example, author, narrator, and characters) and informational text (for example, what the author wants to explain and multiple accounts of the same event) with increasing complexity.	☐	☐	☐	☐	☐	
Support your Rating:						
2.13. Materials support instruction that teaches students to compare and contrast or analyze information within and across narrative text (for example, compare and contrast two versions of the same story and compare and contrast stories in the same genre) and informational text (for example, identify similarities and differences between two texts on the same topic and integrate information from several texts on the same topic to write about the subject) with increasing complexity.	☐	☐	☐	☐	☐	
Support your Rating:						
				Total Points Section 2:		

3. Writing development and skills

	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
3.1. Materials include extensive practice with short, focused research projects that allow students to have multiple experiences with the research process throughout the year and facilitate development of the ability to conduct research independently.	☐	☐	☐	☐	☐	
Support your Rating:						
3.2. Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.	☐	☐	☐	☐	☐	
Support your Rating:						
3.3. Materials provide instruction in different text structures (for example, sequence, comparison, contrast, and cause/effect) and place a focus on argument and informative writing based on texts with these structures.	☐	☐	☐	☐	☐	
Support your Rating:						
3.4. Materials include activities that provide opportunities to 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.	☐	☐	☐	☐	☐	
Support your Rating:						
				Total Points Section 3:		

4. Speaking and listening development and skills

	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
4.1. Materials include opportunities to continue to build oral language and listening skills as students determine main ideas and supporting details, paraphrase, and summarize texts read.	☐	☐	☐	☐	☐	
Support your Rating:						
4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.	☐	☐	☐	☐	☐	
Support your Rating:						
Total Points Section 4:						

5. Language development and skills

	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points
5.1. Materials include activities to engage students in conversations that support comprehension of inferential and narrative language and word knowledge using narrative and informational text.	☐	☐	☐	☐	☐	
Support your Rating:						
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	☐	☐	☐	☐	☐	
Support your Rating:						
5.3. Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, by differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word.	☐	☐	☐	☐	☐	
Support your Rating:						
5.4. Materials include activities for students to acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example, quizzed, whined, and stammered) and that are basic to a particular topic (for example, wildlife, conservation, and endangered when discussing animal preservation).	☐	☐	☐	☐	☐	
Support your Rating:						
5.5. Materials include instruction for students to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies.	☐	☐	☐	☐	☐	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	☐	☐	☐	☐	☐	
Support your Rating:						
Total Points Section 5:						
Total Points Section 1-5:						

Glendale Elementary School District
2023 ELA Adoption
3-5 Rubric

Directions for reviewers using this rubric:
Record your findings based on the extent to which the criteria were met using the 1–5 rating scale.

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adquetly met.	The criterion was substantially met.	The criterion was completely met.

Title:

Publisher:

1. The content is aligned with foundational reading skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2. The content is aligned with reading comprehension for literary and informational texts and text complexity for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3. The content is aligned with writing development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

4. The content is aligned with speaking and listening development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5. The content is aligned with language development and skills for the grade.

☐	☐	☐	☐	☐	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:	