

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

English/Language Arts Curriculum Adoption Committee Meeting

September 6, 2023, 4:30 p.m.

Public Notice – Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02. The meeting's location is Room 23 at the District Office, 7301 N. 58th Avenue. Glendale, AZ 85301.

The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. Committee members may participate via telephone conference call, if necessary. At the chair's discretion, the staff group may carry over consideration of any business not concluded by 6:30 p.m. to the next meeting's agenda.

1. Call to Order and Roll Call

2. Opening Exercises

- a. Adoption of Agenda
- b. Welcome the Committee and staff
- c. Pledge of Allegiance

3. Discussion Items

- a. None at this time

4. Reports and Informational Items

- a. Overview of Previous Work of Committee
Administration will present an overview of the previous work conducted by the committee.
- b. Review of Scoring Rubric
Administration will review the rubric and criteria for scoring of materials.
- c. Review and Discussion of Curriculum Scoring
Administration will provide a summary of scoring results.

5. Action Items

- a. Curriculum Programs to be moved forward for 60 Day Review
It is recommended the committee approve ___ and ___ as the curriculum to be moved forward for the 60 day review.
- b. Minutes
It is recommended the committee approve the minutes of the August 30, 2023 meeting as presented.

6. Adjournment

GLENDAL ELEMNTARY SCHOOL DISTRICT
English/Language Arts Curriculum Adoption Committee

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Committee as
information and do not require action.

AGENDA NO: 4 B TOPIC: Review of Scoring Rubric

SUBMITTED BY: Sienna Shively

DATE ASSIGNED FOR CONSIDERATION: September 6, 2023

**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.		
1. Foundational Reading Skills						
1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development. Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
Print Concepts						
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words. Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
Phonological Awareness						
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime). Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
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. Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled. Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
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). Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words. Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
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). Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	
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 CVCe words and single syllable words before multisyllabic words). Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 Section 1:						
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.4. Materials include texts for students to learn and practice self-monitoring as they read and to self-correct reading errors when they occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.5. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.7. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
3.2. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.4. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.5. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criteriوني was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criteriوني 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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.5. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.10. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.11. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.12. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
2.13. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 Section 2:						
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
3.2. Materials include activities that require students to analyze and synthesize text sources and present the analysis using well-defended claims and clear information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
3.3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
3.4. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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 determine main ideas and supporting details, paraphrase, and summarize texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.3. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.4. 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.5. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	

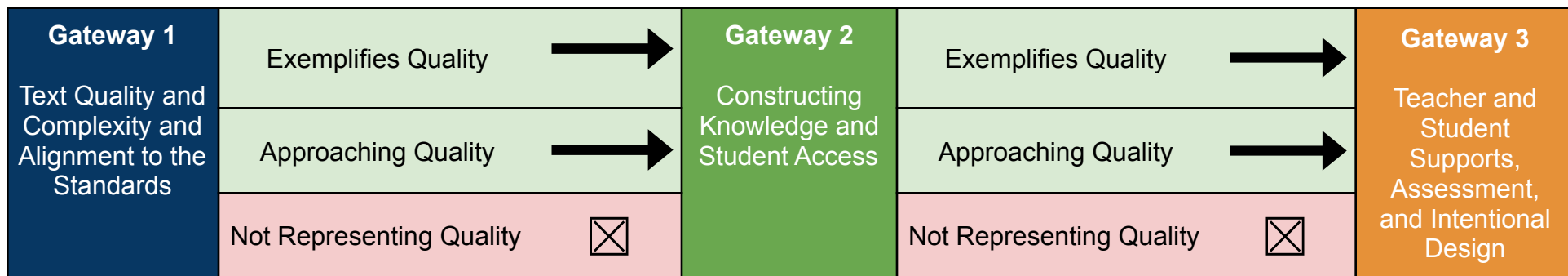
Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:



Title of Material(s)		Grade(s) Evaluated	
Publisher		Reviewer	

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	/ 33	
2	Constructing Knowledge and Student Access	2.1 Constructing Knowledge	/ 16	
		2.2 Student Access	/ 14	
		Gateway 2 Sub-Total	/ 30	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.1 Teacher Supports	/ 15	
		3.2 Assessment	/ 18	
		3.3 Student Supports	/ 5	
		3.4 Intentional Design	–	
		Gateway 3 Sub-Total	/ 38	
Overall Rating Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.			Total Score	Final Rating
			/ 101	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.	
Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	/ 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.	
Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	/ 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.	
Indicators	Guiding Questions	Score	Comments
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2	
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4	
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	
Criterion 2.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	/ 16	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	
Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	/ 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview		
Criterion	Indicators	Available Points
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
		38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	
Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4	
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1	
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	/ 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
Indicators	Guiding Questions	Score	Comments
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2	
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	/ 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.	
Indicators	Guiding Questions	Score	Comments
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1	
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2	
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	
Criterion 3.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	/ 5	

Criterion 3.4 Intentional Design	Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

GLENDAL ELEMNTARY SCHOOL DISTRICT
English/Language Arts Curriculum Adoption Committee

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Committee as
information and do not require action.

AGENDA NO: 4 C TOPIC: Review and Discussion of Curriculum Scoring

SUBMITTED BY: Sienna Shively

DATE ASSIGNED FOR CONSIDERATION: September 6, 2023

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	17 1 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion	Indicators	Available Points	
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16	
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14	
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview		
Criterion	Indicators	Available Points
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
		38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	15 / 15	

Criterion 3.2 Assessment				Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
Indicators	Guiding Questions	Score	Comments		
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4			
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2			
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4			
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2			
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2			

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned? Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned? Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	18 / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	yes	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	students collaborate	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	engaging	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	digital materials	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	yes	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Exemplifies Quality	
	Approaching Quality	Approaching Quality	
	Not Representing Quality	Not Representing Quality	
	→	→	
	→	→	
	☒	☒	

Title of Material(s)	My Perspectives	Grade(s) Evaluated	6 th
Publisher	SAVVAS	Reviewer	Jennifer Hovse

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	13 / 16
		1.2 Alignment to the Standards	14 / 17
		Gateway 1 Sub-Total	27 / 33
	2.1 Constructing Knowledge	12 / 16	
	2.2 Student Access	11 / 14	
2	Constructing Knowledge and Student Access	Gateway 2 Sub-Total	23 / 30
		3.1 Teacher Supports	11 / 15
		3.2 Assessment	15 / 18
	Teacher and Student Supports, Assessment, and Intentional Design	3.3 Student Supports	2 / 5
		3.4 Intentional Design	-
3	Teacher and Student Supports, Assessment, and Intentional Design	Gateway 3 Sub-Total	28 / 38
		Total Score	78 / 101
		Final Rating	

Overall Rating

Exemplifies Quality: All Gateways are Exemplifies Quality.

Approaching Quality: All Gateways are Approaching Quality or Better.

Not Representing Quality: Any Gateway is Not Representing Quality.

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	012	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	13/16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 <u>2</u>	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 <u>2</u>	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 <u>2</u>	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 <u>3</u>	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 <u>2</u>	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 (1) 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 (1) 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 (1) 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	14 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	27 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge			
Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access			
Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2 4		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 1 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 1 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2 4		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 1 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	12 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	11 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	23 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

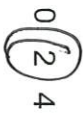



Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview		
Criterion	Indicators	Available Points
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
		38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?			
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?			
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7			

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 <u>2</u>		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
	Are the summative assessments constructed to identify what students have learned?	0 1 <u>2</u>		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	Sub-Total	Rating
			15 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Some	
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total	Rating
			2 / 5	

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Some but not highly engaging
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Teacher can assign but limited collaboration
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Some
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Some Videos Embedded
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes, digital platform can be confusing for both Students & teachers.

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	28 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 1		Gateway 2 Constructing Knowledge and Student Access	Gateway 2		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	→		Exemplifies Quality	→	
	Approaching Quality	→		Approaching Quality	→	
	Not Representing Quality	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	Study sync	Grade(s) Evaluated	1/8
Publisher	McGraw Hill	Reviewer	Daniel Hartzelton

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16
		1.2 Alignment to the Standards	/ 17
		Gateway 1 Sub-Total	/ 33
			16
	2.1 Constructing Knowledge	/ 16	18
2	Constructing Knowledge and Student Access	2.2 Student Access	/ 14
			14
		Gateway 2 Sub-Total	/ 30
			30
3	Teacher and Student Supports, Assessment, and Intentional Design	3.1 Teacher Supports	/ 15
			15
		3.2 Assessment	/ 18
			16
	3.3 Student Supports	/ 5	5
		3.4 Intentional Design	-
	Gateway 3 Sub-Total	/ 38	36
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		/ 101	99

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	17 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	33 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge			
Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access			
Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	18 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	30 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview		
Criterion	Indicators	Available Points
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
		38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	15 / 15		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment

Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

<p>3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.</p>	<p>Are the interim/benchmark assessments constructed to identify what students have learned?</p> <p>Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	<p>0 1 2</p>	
<p>3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.</p>	<p>Are the summative assessments constructed to identify what students have learned?</p> <p>Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	<p>0 1 2</p>	
<p>Criterion 3.2 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9</p>	<p>Sub-Total</p> <p>16 / 18</p>	<p>Rating</p>

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>	Think questions provided.	
3r. Materials provide guidance and support strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	<u>5</u> / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	A digital option is provided. Interactive tools provided.	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	opportunities are provided	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	visual design supports student learning	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	step by step guidance	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Paths for learning are supported.	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Exemplifies Quality	
	Approaching Quality	Approaching Quality	
Not Representing Quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Title of Material(s)	StudySync	Grade(s) Evaluated	6 th
Publisher	McGraw Hill	Reviewer	Jennifer Hume

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	16 / 16	
		1.2 Alignment to the Standards	15 / 17	
		Gateway 1 Sub-Total	31 / 33	
		2.1 Constructing Knowledge	16 / 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	14 / 14	
		Gateway 2 Sub-Total	30 / 30	
		3.1 Teacher Supports	15 / 15	
		3.2 Assessment	18 / 18	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.3 Student Supports	5 / 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	38 / 38	
		Overall Rating		Total Score
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		99 / 101		

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 <u>4</u>		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 <u>4</u>		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 <u>2</u>		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 <u>4</u>		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16/16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 (2)	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 (1) 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 (2)	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 (3)	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 (2)	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 (2)	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 (2)	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 (2)	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	15 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	31 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.

Gateway 2 Overview			
Criterion	Indicators	Available Points	
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16	
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14	
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 (2)		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 (4)		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 (4)		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 (2)		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 (4)		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 (4)	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 (2)	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 (2)	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 (2)	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 (2)	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 (2)	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	30 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	No specific reference to standards. Separate document	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	15 / 15	

Criterion 3.2 Assessment				Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
Indicators	Guiding Questions	Score	Comments		
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4			
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2			
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4			
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2			
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2			

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	18 / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	<i>Numerous sentence stems before, during & after lesson</i>	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Digital Guide "Audio Button"	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Yes! Teacher to Student Student to Student	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Yes! Simple	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes in the Digital Guide	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	28 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			



Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional and Intentional Design	
	Exemplifies Quality	↑	Exemplifies Quality	↑
	Approaching Quality	↑	Approaching Quality	↑
	Not Representing Quality	☒	Not Representing Quality	☒

Title of Material(s)	into Literature	Grade(s) Evaluated	6th
Publisher	Holt	Reviewer	Elizabeth Galles

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity	/ 16	
	Complexity and Alignment to the Standards	/ 17	
	Gateway 1 Sub-Total	28 / 33	
2	Constructing Knowledge	/ 16	
	and Student Access	/ 14	
	Gateway 2 Sub-Total	23 / 30	
3	Teacher Supports	/ 15	
	Assessment	/ 18	
	Student Supports	/ 5	
	Intentional Design	–	
	Gateway 3 Sub-Total	29 / 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality.		/ 101	
Approaching Quality: All Gateways are Approaching Quality or Better.			
Not Representing Quality: Any Gateway is Not Representing Quality.			

90

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4 3		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4 3		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2 1		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4 2		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	14 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	14 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	28 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
	Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total	Rating	
		13 / 16		
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	10 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	23 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
		38	

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.			
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	<div>0 2 4</div> <div>2</div>		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	<div>0 1 2</div> <div>2</div>		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	<div>0 1 2</div> <div>1</div>		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	<div>0 1 2</div> <div>1</div>		

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.			
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4		
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	9 / 15		

Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.				
Criterion 3.2 Assessment	Indicators	Guiding Questions	Score	Comments
	*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	
	3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	
	*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
	3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	
	3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned? Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned? Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	15 / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	specific connections to peers and videos of peer support	
Criterion 3.3 Summary		Sub-Total	Rating	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5	

Criterion 3.4 Intentional Design	Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.			
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Text to Speech Video Support Online Assessments	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Collaborative Online Projects	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	User Friendly Not Overwhelming	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Audio Options Collab Projects	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	29 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			



Gateway 1 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	

Title of Material(s)	Grade(s) Evaluated	748
Publisher	Reviewer	Sheri Kisselbach

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity	/ 16	
	1.1 Text Quality and Complexity	/ 16	
	1.2 Alignment to the Standards	/ 17	
	Gateway 1 Sub-Total	/ 33	
2	Constructing Knowledge	/ 16	
	2.1 Constructing Knowledge	/ 16	
	2.2 Student Access	/ 14	
	Gateway 2 Sub-Total	/ 30	
3	3.1 Teacher Supports	/ 15	
	3.2 Assessment	/ 18	
	3.3 Student Supports	/ 5	
	3.4 Intentional Design	–	
	Gateway 3 Sub-Total	/ 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		/ 101	101



Gateway 1 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	

Title of Material(s)	into Literature	Grade(s) Evaluated	8
Publisher	HMH	Reviewer	Shari Kisselbach

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity	/ 16	
	Complexity and Alignment to the Standards	/ 17	
	Gateway 1 Sub-Total	/ 33	
2	Constructing Knowledge	/ 16	
	Student Access	/ 14	
	Gateway 2 Sub-Total	/ 30	
3	Teacher Supports	/ 15	
	Assessment	/ 18	
	Student Supports	/ 5	
	Intentional Design	–	
	Gateway 3 Sub-Total	/ 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		/ 101	75

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	<p>Are the texts rich in language and worthy of publication?</p> <p>Do the texts include various topics and themes to engage a wide range of students?</p>	0 2 4	Anne Frank! Yay!	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	Student's work are awesome- Colorful!	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	Well layed out!	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level?</p> <p>Is a text complexity analysis provided?</p>	0 2 4	Love the emojis!	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	Kids can't jump into writing. No scaffolding.	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	13 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total	Rating	
		10 / 16	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.			
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.			
Criterion 2.2 Summary		Rating Levels		Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7		10 / 14	
Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating		
30	Exemplifies Quality: 24-30	/ 30			
	Approaching Quality: 16-23				
	Not Representing Quality: 0-15				
Gateway 2 Comments					

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
	Criterion	Indicators	Available Points
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		3a-3f	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		3g-3m	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.		3n-3r	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		3s-3w	Narrative Evidence Only
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.			
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4		
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	10 / 15		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2	
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	12/18	

Materials are designed for each child's regular and active participation in grade-level content.				
Criterion 3.3 Student Supports		Guiding Questions	Score	Comments
Indicators				
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and support strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and support strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
		Sub-Total	Rating	
Criterion 3.3 Summary		4 / 5		
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2		



Gateway 1		Gateway 2		Gateway 3
Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	Constructing Knowledge and Student Access	Exemplifies Quality	
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	
	→		→	
	→		→	
	☒		☒	

Title of Material(s)	Grade(s) Evaluated
into literature	6th
Publisher	Reviewer
HMH	Elizabeth Gelles

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	14 / 16	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	14 / 17	

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion	Indicators	Available Points	
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16	
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14	
			30

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 <u>2</u> 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 <u>1</u> 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 <u>2</u>		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 <u>1</u> <u>2</u>		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 <u>1</u> <u>2</u>		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 <u>1</u> <u>2</u>		

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
<p>*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.</p> <p>3f. Materials provide a list of supplies needed to support instructional activities.</p>	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
<p>Criterion 3.1 Summary</p>		Rating Levels	Sub-Total	Rating
		<p>Exemplifies Quality: 12-15</p> <p>Approaching Quality: 8-11</p> <p>Not Representing Quality: 0-7</p>	9 / 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
	Are the summative assessments constructed to identify what students have learned?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	15 / 18	

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Text to Speech Video Support Online Assessments
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Collaborative Online Projects
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	User Friendly Not Overwhelming
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Audio Options Collab Projects
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes



Gateway 1			Gateway 2 Constructing Knowledge and Student Access	Gateway 3	
Text Quality and Complexity and Alignment to the Standards				Teacher and Student Supports, Assessment, and Intentional Design	
Exemplifies Quality				Exemplifies Quality	
Approaching Quality				Approaching Quality	
Not Representing Quality <input checked="" type="checkbox"/>			Not Representing Quality <input checked="" type="checkbox"/>		

Title of Material(s)		Grade(s) Evaluated	Reviewer
my Perspectives		748	
Publisher		Sheri Kisselbach	

Gateway 1		Gateway 2	Gateway 3	
Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality		Exemplifies Quality	Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	

Title of Material(s)		Grade(s) Evaluated	Reviewer
into Literature		8	
Publisher		Shari Kisselbach	
HMH			

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	Rating
Criterion 1.1 Summary	Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	Sub-Total 10 / 16	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	13 / 17	

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion	Indicators	Available Points	
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16	
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14	
			30

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators		Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.		Do materials spend the majority of instructional time on grade-level content?	0 2 <u>4</u>	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.		Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 <u>2</u>	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.		What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 <u>2</u>	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.		What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 <u>2</u>	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.		What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 <u>2</u>	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.		Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 <u>2</u>	

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
	Rating Levels	Sub-Total	Rating	
Criterion 3.1 Summary		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	10 / 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	18	

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 <u>1</u> 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 <u>2</u> 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 <u>2</u> 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 <u>1</u> 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 <u>2</u> 4		
Criterion 2.1 Summary		Sub-Total	Rating	
		8 / 16		
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	7 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
	Criterion	Indicators	Available Points
3.1: Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports	Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design	Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4	
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1	
Criterion 3.1 Summary		Sub-Total	Rating
		8 / 15	
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned? Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2 1	
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned? Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2 1	
Criterion 3.2 Summary		Sub-Total	Rating
		9 / 18	
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Too High Level	
Criterion 3.3 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	4 / 5		

Criterion 3.4 Intentional Design				Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	
Indicators		Guiding Questions		Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.		Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?		Narrative Evidence Only	not enough grammar
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.		Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?		Narrative Evidence Only	just in grading
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.		Does the visual design support student learning and engagement?		Narrative Evidence Only	maybe
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.		Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?		Narrative Evidence Only	not seen
3w. Materials are available in a digital platform that support a students individual path for learning?		Do the materials support student paths for learning?		Narrative Evidence Only	yes

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	

Title of Material(s)	Intro Literature	Grade(s) Evaluated	8
Publisher	HMH	Reviewer	Melissa Harris

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards		
	1.1 Text Quality and Complexity	16 / 16	
	1.2 Alignment to the Standards	17 / 17	
	Gateway 1 Sub-Total	33 / 33	
2	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	16 / 16	
	2.2 Student Access	14 / 14	
	Gateway 2 Sub-Total	30 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design		
	3.1 Teacher Supports	14 / 15	
	3.2 Assessment	18 / 18	
	3.3 Student Supports	5 / 5	
	3.4 Intentional Design	—	
	Gateway 3 Sub-Total	37 / 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		100 / 101	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	Rating
Criterion 1.1 Summary	Rating Levels	Sub-Total	
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	Multiple opportunities to talk in groups, engage in multi-modal activities
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	Incorporated at every stage
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	* Well written for the middle school audience.
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	Before, during, & after

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	Differentiated practices.
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	Print + digital libraries
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	many modalities print + digital
Rating Levels		Sub-Total	Rating
Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		14 / 17	
Criterion 1.2 Summary			

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	33 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2	Age-appropriate themes → high interest	
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4	"Signposts" guide students through complexities	
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	All activities are well-aligned.	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	YES! Well written for our students + teachers.	
Criterion 2.1 Summary		Sub-Total	Rating	
		10 / 16	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	Multiple pathways to build & demonstrate content knowledge.	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	Tasks are well structured for building essential skills.	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels		Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7		Sub-Total
		14 / 14 Resources for all levels, including ELD. Looks very accessible.		
Gateway 2 Points Available		Gateway 2 Points Achieved		Gateway 2 Rating
30		30 / 30		
Gateway 2 Comments				

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
		38	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	Yes! - Many tips, pointers, suggestions in user-friendly formats.	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	Really deepens pedagogical understandings!	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.			
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4	Yes - well-based on best practices for reading instruction & student learning.
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?		0 1 2	
	Rating Levels	Sub-Total	Rating	
Criterion 3.1 Summary	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	14 / 15		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	yes!	
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	Assessments & growth supports.	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	Well-designed for middle school learners.	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	Formative assessments are a HUGE strength! → Embedded throughout units in multiple modalities!	

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the interim/benchmark assessments constructed to identify what students have learned?</p> <p>Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	<p>0 1 2</p>	
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the summative assessments constructed to identify what students have learned?</p> <p>Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	<p>0 1 2</p>	
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	<p>Exemplifies Quality: 14-18</p> <p>Approaching Quality: 10-13</p> <p>Not Representing Quality: 0-9</p>	<p>18 / 18</p>	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.			
Indicators	Guiding Questions	Score	Comments		
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1			
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2	* Definite strength!		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1			
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1	Supplemental language connections		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Activities include using multiple modalities & elicit student connections & sharing of experiences.		
Criterion 3.3 Summary		Sub-Total	Rating		
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5		

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Yes! - With flexible options!	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Yes! - Daily practice & digital options.	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Yes! - So enticing for middle school students!	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes! - Super helpful teaching strategies & structures & content insights!	
3w. Materials are available in a digital platform that support a student's individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes!	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	37 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality		Approaching Quality	
	Not Representing Quality		Not Representing Quality	

Title of Material(s)	My Perspectives	Grade(s) Evaluated	8
Publisher	SAVVAS	Reviewer	Melissa Harris

Review Summary

Gateway		Criterion	Score	Rating	
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	16 / 16		
		1.2 Alignment to the Standards	17 / 17		
		Gateway 1 Sub-Total	33 / 33		
2	Constructing Knowledge and Student Access	2.1 Constructing Knowledge	16 / 16		
		2.2 Student Access	11 / 14		
		Gateway 2 Sub-Total	27 / 30		
3	Teacher and Student Supports, Assessment, and Intentional Design	3.1 Teacher Supports	10 / 15		
		3.2 Assessment	13 / 18		
		3.3 Student Supports	4 / 5		
		3.4 Intentional Design	—		
		Gateway 3 Sub-Total	27 / 38		
Overall Rating				Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.				87 / 101	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.


Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary		Sub-Total	Rating
Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		14/17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4	Performance-based assessments - includes audio of speaking and listening	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	Writing task with each unit	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total		Rating
		10 / 16		
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	Everything is aligned	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	- Some options seem more distracting than useful	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	* Guidance / tips for language supports in Teacher Edition sidebars	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	Plans & Content are flexible -	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	each lesson has suggestions for scaffolds	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	Every unit is on grade-level with supplemental	

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Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	11 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	27 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
	Criterion	Indicators	Available Points
3.1: Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports	Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design	Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	Love the 'Expert's perspective'!	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	Focus more on individual student.	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?		0 2 4	- Evidence of rationale observed Provides many strategies.
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?		0 1	
Criterion 3.1 Summary		Rating Levels		Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7		10 / 15

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	Multiple choice & State Test - style assessments not present.	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	Each lesson & unit has formative & performance assessments.	

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the interim/benchmark assessments constructed to identify what students have learned?</p> <p>Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	0 1 2	Exit tickets, checks for understanding
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the summative assessments constructed to identify what students have learned?</p> <p>Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	0 1 2	No Summatives — Writing tasks are meant to be summatives.
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	13 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1	Whole - Small - Individual Grouping	
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1	Some vocab. checklists.	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1	- ? Scaffold suggestions for multi-lingual learners.	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Connections to lived experiences not readily or regularly present.	
Criterion 3.3 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	4 / 5		

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Audio-reads available. Digital platform.	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Not really - digital provides content & resources but no student collaboration or innovative features	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Not sure. There is paper & a digital option.	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes - materials accessible online.	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only		

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design	
	Exemplifies Quality	↑	Exemplifies Quality	↑
	Approaching Quality	↑	Approaching Quality	↑
	Not Representing Quality	☒	Not Representing Quality	☒

Title of Material(s)	StudySync	Grade(s) Evaluated	5th
Publisher	McGraw Hill	Reviewer	Melissa Harris

Review Summary			
Gateway	Criterion	Score	Rating
1	1.1 Text Quality and Complexity	10 / 16	
	1.2 Alignment to the Standards	17 / 17	
	Gateway 1 Sub-Total	33 / 33	
2	2.1 Constructing Knowledge	10 / 16	
	2.2 Student Access	14 / 14	
	Gateway 2 Sub-Total	30 / 30	
3	3.1 Teacher Supports	14 / 15	
	3.2 Assessment	10 / 18	
	3.3 Student Supports	3 / 5	
	3.4 Intentional Design	–	
	Gateway 3 Sub-Total	33 / 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		90 / 101	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	All activities connect to text: evidence-based.	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	Digital tools	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Rating Levels		Sub-Total	Rating
Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		17 / 17	
Criterion 1.2 Summary			

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	33 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total	Rating	
		16 / 16		
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	
Criterion 2.2 Summary		Rating Levels	Sub-Total
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14
			Rating

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	30 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
	Criterion	Indicators	Available Points
3.1: Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15
3.2: Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18
3.3: Student Supports	Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5
3.4: Intentional Design	Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	Many resources	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	<p>Do the materials provide explanations of the instructional approaches of the program?</p> <p>Do the materials identify evidence-based strategies that have informed the design of the program?</p>	<p>0 2 4</p>	
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	<p>0 1</p>	
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating
	<p>Exemplifies Quality: 12-15</p> <p>Approaching Quality: 8-11</p> <p>Not Representing Quality: 0-7</p>	<p>14 / 15</p>	

Criterion 3.2 Assessment					Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.				
Indicators		Guiding Questions		Score		Comments			
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.		Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?		0 2 4					
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.		Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?		0 1 2		Very good guidance.			
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.		Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?		0 2 4		Color coded for depth + rigor			
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.		Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?		0 1 2		Accommodation materials are available.			
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.		Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		0 1 2		Grade-level understanding - lot of is expected. Not a monitoring opportunity readily available.			

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		Data-driven assessments - A plus!
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	10 / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1	Not a lot of different ways to structure Print & digital, many learning strategies & supports	
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1	Great assessment tools!	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Not a lot of connections for lived experiences.	
Criterion 3.3 Summary		Sub-Total	Rating	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	3 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	No skills — good text, content, standards-adherence	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Digital annotation tool	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	No! The design of student tools data is <u>not</u> <u>enticing</u>	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes. Lots of guidance.	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Very assessment-focused	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	33 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design	
	Exemplifies Quality	Exemplifies Quality	Exemplifies Quality	Exemplifies Quality
	Approaching Quality	Approaching Quality	Approaching Quality	Approaching Quality
	Not Representing Quality	Not Representing Quality	Not Representing Quality	Not Representing Quality

Title of Material(s)	Grade(s) Evaluated	Stacy Johns 6th
Publisher	Reviewer	Stacy Johnston

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards		
	1.1 Text Quality and Complexity	8 / 16	
	1.2 Alignment to the Standards	16 / 17	
	Gateway 1 Sub-Total	18 / 33	
2	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	8 / 16	
	2.2 Student Access	7 / 14	
	Gateway 2 Sub-Total	15 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design		
	3.1 Teacher Supports	9 / 15	
	3.2 Assessment	9 / 18	
	3.3 Student Supports	3 / 5	
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	21 / 38	
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		54 / 101	

18
21
54

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	8 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	10/17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total	Rating	
		8 / 16	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.			
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	7 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
		38	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 <u>2</u> 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 <u>1</u> 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 <u>2</u>		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 <u>1</u> 2		

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4	
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials identify evidence-based strategies that have informed the design of the program?	0 4	
Criterion 3.1 Summary	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?		
	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	9 / 15	

Criterion 3.2 Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.			
Indicators	Guiding Questions	Score	Comments
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the interim/benchmark assessments constructed to identify what students have learned?</p> <p>Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	0 1 2	
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	<p>Are the summative assessments constructed to identify what students have learned?</p> <p>Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?</p>	0 1 2	
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	<p>Exemplifies Quality: 14-18</p> <p>Approaching Quality: 10-13</p> <p>Not Representing Quality: 0-9</p>	9/18	

Criterion 3.3 Student Supports				Materials are designed for each child's regular and active participation in grade-level content.	
Indicators		Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.		Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.		Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> 2		
3p. Materials provide opportunities for students to monitor their own learning.		Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.		Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.		Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	variety of cultures present in passages	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	3 / 5		

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	stories on line	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	unsure	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	graphic organizer are easily followed	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	not enough evidence	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes variety of support	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only		
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only		
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only		
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only		
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only		

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Total
75

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access			Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Approaching Quality	Not Representing Quality	
	Approaching Quality			
	Not Representing Quality			
	→	→		
	→	→		
	→	→		
	→	→		

Title of Material(s)	Info Literature	Grade(s) Evaluated	6th Grade
Publisher	HMH	Reviewer	Holman, Brian

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	/ 33	
		2.1 Constructing Knowledge	/ 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	/ 14	
		Gateway 2 Sub-Total	/ 30	
		3.1 Teacher Supports	/ 15	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.2 Assessment	/ 18	
		3.3 Student Supports	/ 5	
		3.4 Intentional Design	–	
		Gateway 3 Sub-Total	/ 38	
Overall Rating				
Exemplifies Quality: All Gateways are Exemplifies Quality.				
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				
Total Score			Final Rating	
90 / 101				

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1

Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	Still pushing way over launch and time limits for CFA's on text

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 <i>12</i>	<i>From engage → memo</i>
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	<i>14</i> / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2 2	Nothing specific just basic Kagan
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2 2	Love the planning at timeline

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	Not obvious
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	Visually pleasing
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	15 / 17	

Gateway 1 Points Available		Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33		29 / 33		
	Approaching Quality: 17 - 26				
	Not Representing Quality: 0 - 16				
Gateway 1 Comments					

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge

Materials build knowledge through integrated reading, writing, listening, and language.

Indicators	Guiding Questions	Score	Comments
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2	
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4	
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	LOVE
Criterion 2.1 Summary			
Rating Levels		Sub-Total	Rating
Exemplifies Quality: 13-16			
Approaching Quality: 9-12			
Not Representing Quality: 0-8		10 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	Scaffolded support ✓
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	Text levels/complexity not listed
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels		
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	Sub-Total	Rating
			13 / 14	

Gateway 2 Points Available		Rating Levels		Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30		29 / 30		
	Approaching Quality: 16-23				
	Not Representing Quality: 0-15				
Gateway 2 Comments					

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	A lot of support
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4	N/A	
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	11 / 15	

Criterion 3.2 Assessment

Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators	Guiding Questions	Score	Comments
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	Assuming one can edit a task
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	N/A

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	false checks	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	16 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Connect to text	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5	

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Assessments / Assignments online
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	They do
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Absolutely!
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Everything seems to be online
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	The opportunity for self learning is there

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	37 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			



Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access			Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	→	Exemplifies Quality	
	Approaching Quality	→	Approaching Quality	
	Not Representing Quality	☒	Not Representing Quality	

Title of Material(s)	Grade(s) Evaluated
Study Sync	6 th Grade
Publisher	Reviewer
McGraw Hill	Holman, Brian

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	37 / 33	
		2.1 Constructing Knowledge	/ 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	/ 14	
		Gateway 2 Sub-Total	20 / 30	
		3.1 Teacher Supports	/ 15	
		3.2 Assessment	/ 18	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.3 Student Supports	/ 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	37 / 38	
		Overall Rating		Total Score
Exemplifies Quality: All Gateways are Exemplifies Quality.		/ 101		
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				

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Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4 4	Comprehensive, culture, high-interest
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2 <u>2</u>	<i>Good ranges on Lexiles</i>
Criterion 1.1 Summary	Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	Sub-Total	Rating
		10 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

<p>Criterion 1.2 Summary</p>	<p>1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.</p>	<p>Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?</p>	<p>0 1 <u>2</u></p>	
	<p>1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.</p>	<p>Do materials include a progression of research skills?</p>	<p>0 1 <u>2</u></p>	
	<p>1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.</p>	<p>Do materials include the consumption and creation of multimodal literacies?</p>	<p>0 1 <u>2</u></p>	
	<p>Rating Levels</p> <p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>		<p>Sub-Total</p>	<p>Rating</p>
	<p>Criterion 1.2 Summary</p>		<p>10 / 17</p>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	32 / 33	Really like the text choice
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4	Speaking lacking	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	No time constraints	
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	Very few
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	Not specifically
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Student Access				
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	10 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	20 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	15 / 15		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4 2		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2 2	Offers suggestions	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2 2	Multiple assessments	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	checks ✓	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
	Are the summative assessments constructed to identify what students have learned?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	16 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1	Maybe but not obvious	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1	Too text data base	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Obvious connections to text, world	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	4 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Stories online, reads	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Activities galore	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Straight forward	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Data trackers for Need support for feedback	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Digital Guide	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	37 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Overall seems like an easy transition from the current curriculum & allows for more of a variety of text so that teachers aren't shying away from the specified curriculum.

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	/ 33	
		2.1 Constructing Knowledge	/ 16	
		2.2 Student Access	/ 14	
2	Constructing Knowledge and Student Access	Gateway 2 Sub-Total	/ 30	
		3.1 Teacher Supports	/ 15	
		3.2 Assessment	/ 18	
		3.3 Student Supports	/ 5	
		3.4 Intentional Design	-	
3	Teacher and Student Supports, Assessment, and Intentional Design	Gateway 3 Sub-Total	/ 38	
		Total Score	/ 101	
		Final Rating	71	
		Overall Rating		
		Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4 ④	Student workbook - HUGS -
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4 ④	No room to write answers in workbook
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2 ②	Boring - All white & blue. Kids need more!
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4 ④	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	No room to write. No scaffolding
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	6-Traits writing is long gone.
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		
	6 / 17	Horrible for kids.	

Gateway 1 Points Available		Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33		/ 33		
	Approaching Quality: 17 - 26				
	Not Representing Quality: 0 - 16				
Gateway 1 Comments					

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion	Indicators	Available Points	
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16	
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14	
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	No scaffold - No instruction - Just write ...	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	it looks like it's scaffolded, but where is the instruction?	
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	not fine
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	13 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 <input checked="" type="radio"/> 2 4	Not Writing
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards? <i>Not really</i>	0 <input checked="" type="radio"/> 1 2	Huge - ridiculous where does it talk a teacher
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 <input checked="" type="radio"/> 1 2	through a lesson How do you play a story to kids
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 <input checked="" type="radio"/> 1 2	Not

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4	How to turn on story?	
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	7 / 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	14/18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	<u>5</u> / 5	

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

✓

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	→	
	Approaching Quality	→	
	Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	Study Sync	Grade(s) Evaluated	4
Publisher	McGraw Hill	Reviewer	Julia Ryan

Review Summary

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	10 / 16
		1.2 Alignment to the Standards	16 / 17
	Gateway 1 Sub-Total		26 / 33
	2.1 Constructing Knowledge		14 / 16
2	2.2 Student Access		12 / 14
	Gateway 2 Sub-Total		26 / 30
	3.1 Teacher Supports		15 / 15
3	3.2 Assessment		18 / 18
	3.3 Student Supports		5 / 5
	3.4 Intentional Design		18 -
	Gateway 3 Sub-Total		38 / 38
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality.		98	101
Approaching Quality: All Gateways are Approaching Quality or Better.			
Not Representing Quality: Any Gateway is Not Representing Quality.			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports				
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	15 / 15	

Criterion 3.2 Assessment				Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	7 edit opportunities	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
	Are the summative assessments constructed to identify what students have learned?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	Sub-Total 17 / 18	Rating

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1	rubrics? quick checks	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	collaborate	
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total	Rating
			5 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Stories online Assessments	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Talking + sharing opportunities	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Colorful opportunities to talk & share ideas	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	guidance on directions on diff ideas	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	7 are the online stories different	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Is this not available until 2025?

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Approaching Quality	
	→	→	
	Not Representing Quality	Not Representing Quality	

Title of Material(s)	My Perspectives	Grade(s) Evaluated	6 th Grade
Publisher	Savvas	Reviewer	Holman, Brian

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	/ 33	
		2.1 Constructing Knowledge	/ 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	/ 14	
		Gateway 2 Sub-Total	/ 30	
		3.1 Teacher Supports	/ 15	
		3.2 Assessment	/ 18	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.3 Student Supports	/ 5	
		3.4 Intentional Design	–	
		Gateway 3 Sub-Total	/ 38	
		Overall Rating		Total Score
Exemplifies Quality: All Gateways are Exemplifies Quality.		86 / 101	Not recommended (n.t.)	
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				

online can be seen/tested

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4 4	Very high, rigorous
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4 4	Thorough
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2 1	Yes, but mostly through the supplements!
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4 2	If all students were on grade - yes

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2 2	w/ supplemental
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	13 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	Yes but only by virtue
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	Too much
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	.
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2 2	Great material resources
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2 2	Although hard to get interest levels up moving from text
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2 1	Bland boring
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	16 / 17	

Gateway 1 Points Available	Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	29 / 33		
	Approaching Quality: 17 - 26			
	Not Representing Quality: 0 - 16			
Gateway 1 Comments				

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 <u>2</u>		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 <u>4</u>		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 <u>4</u>		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 <u>2</u>		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	Do not see any timing features	
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	12 / 16	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	Probably a little too much so w/ P.S.	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	A lot of research questions the are NOT specific	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	None found in TE None seen	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	Really love the scaffolds / supplemental material	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	None SPECIFIC MORE NON INTEREST	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	12 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	29 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	Language access
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	Basic...
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	I don't see it but want to assume since it was said

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		Excellent
Criterion 3.1 Summary		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Sub-Total 14 / 15	Rating

Criterion 3.2 Assessment				Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	No access to online version	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	I don't see an assessment book in print	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	lots of assessments but not connected to text	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	111	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2	111	
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	15 18	

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Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>	Each unit	
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>	Good explicit quick checks	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>	None seen	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Connects to self/world	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	<u>4</u> / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	N/A	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	N/A	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	No, super old-school basic design w/ illustrations	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	N/A	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	N/A	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	33 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	Yes - New! Great stories! Yay
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 <u>1</u> 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	10 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

<p>Criterion 1.2 Summary</p>	<p>1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.</p>	<p>Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?</p>	<p>0 1 2</p>	
	<p>1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.</p>	<p>Do materials include a progression of research skills?</p>	<p>0 1 2</p>	
	<p>1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.</p>	<p>Do materials include the consumption and creation of multimodal literacies?</p>	<p>0 1 2</p>	
	<p>Rating Levels</p> <p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>		<p>Sub-Total</p>	<p>Rating</p>
			<p>14 / 17</p>	

Gateway 1 Points Available	Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33		
	Approaching Quality: 17 - 26			
	Not Representing Quality: 0 - 16			
Gateway 1 Comments				

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	No program does a great job with writing!	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GEESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	5 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	13 / 14	

Gateway 2 Points Available		Rating Levels		Gateway 2 Points Achieved		Gateway 2 Rating	
30	Exemplifies Quality: 24-30		/ 30				
	Approaching Quality: 16-23						
	Not Representing Quality: 0-15						
Gateway 2 Comments							

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 1		
Criterion 3.1 Summary		Rating Levels Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Sub-Total 15 / 15	Rating

Criterion 3.2 Assessment

Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators	Guiding Questions	Score	Comments
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4	Answers easily accessible online. Has this been corrected?
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
	Are the summative assessments constructed to identify what students have learned?	0 1 2		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	13 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only		
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only		
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only		
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only		
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only		

Gateway 3 Points Available	Rating Levels			Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38			/ 38	
	Approaching Quality: 20-29				
	Not Representing Quality: 0-19				
Gateway 3 Comments					

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Exemplifies Quality	
	Approaching Quality	Approaching Quality	
	Not Representing Quality	Not Representing Quality	
	→		→
	→		→
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Title of Material(s)	INTO INTO literature	Grade(s) Evaluated	6 th
Publisher	HMH	Reviewer	Jennifer House

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	16 / 16	
		1.2 Alignment to the Standards	16 / 17	
		Gateway 1 Sub-Total	32 / 33	
		2.1 Constructing Knowledge	16 / 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	14 / 14	
		Gateway 2 Sub-Total	30 / 30	
		3.1 Teacher Supports	15 / 15	
		3.2 Assessment	18 / 18	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.3 Student Supports	5 / 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	38 / 38	
		Overall Rating		Total Score
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		100 / 101		

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 (2)	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 (2)	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 (1) 2	gestural?
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	16 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	32 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
	Criterion	Indicators	Available Points
	2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
	2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4 (4)		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2 (2)		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2 (2)		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2 (2)		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2 (2)		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2 (2)		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	20 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4 (4)		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1 (1)		References online resources
Criterion 3.1 Summary		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Rating Levels Sub-Total 15 / 15	Rating

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 <u>4</u>		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 <u>2</u>		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 <u>4</u>		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 <u>2</u>		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 <u>2</u>		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned? Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 (2)	
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned? Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 (2)	
Criterion 3.2 Summary		Rating Levels Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	Rating
		Sub-Total	
		18 / 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Yes, there are lots of prompts/questions to bring in life experiences throughout	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	5/5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Yes, digital tools are available for many activities	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Yes, data tracking also.	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Yes! Visual design is beautiful & engaging	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes - references in teacher guide	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes!	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	37 / 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

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Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	Approaching Quality	
	→	→	
	Not Representing Quality	Not Representing Quality	

Title of Material(s)	My Perspectives	Grade(s) Evaluated	7/8
Publisher	Savvas	Reviewer	Daniel Hazelton

Review Summary

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards		
	1.1 Text Quality and Complexity	/ 16	7
	1.2 Alignment to the Standards	/ 17	8
	Gateway 1 Sub-Total	/ 33	15
2	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	/ 16	6
	2.2 Student Access	/ 14	12
	Gateway 2 Sub-Total	/ 30	18
3	Teacher and Student Supports, Assessment, and Intentional Design		
	3.1 Teacher Supports	/ 15	8
	3.2 Assessment	/ 18	6
	3.3 Student Supports	/ 5	4
3.4 Intentional Design		-	
Gateway 3 Sub-Total		/ 38	18
Overall Rating		Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		/ 101	51

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 (2) 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 (2) 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 (2)	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 (2) 4	

<p>1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.</p>	<p>Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?</p>	<p>0 1 2</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p>	<p>Sub-Total</p>	<p>Rating</p>
	<p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>/ 16</p>	<p>7</p>

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 <u>1</u> 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	<u>0</u> 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 <u>2</u>	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	/ 17	8

Gateway 1 Points Available	Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33		/ 33	15
	Approaching Quality: 17 - 26			
	Not Representing Quality: 0 - 16			
Gateway 1 Comments				

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge			
Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access			
Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 <u>1</u> 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 <u>2</u> 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 <u>2</u> 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 <u>1</u> 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 <u>2</u> 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	/ 16	6

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 <u>2</u> 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 <u>1</u> 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 <u>1</u> 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 <u>1</u> 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 <u>1</u> 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 <u>1</u> 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	/ 14	6

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	12
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	/ 15	8

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	Sub-Total / 18	Rating 6

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>	yes	
3r. Materials provide guidance and support strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	4 / 5	

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	There is assistive technology
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	References to digital technology is provided.
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	The visuals can be better
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Guidance is provided
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Materials are available in a digital platform

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	18
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Gateway 1 Text Quality and Complexity and Alignment to the Standards		Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design	
Exemplifies Quality →		Exemplifies Quality →			
Approaching Quality →		Approaching Quality →			
Not Representing Quality ☒		Not Representing Quality ☒			
Title of Material(s)		Grade(s) Evaluated			
Publisher		Reviewer			
HMH		Sylvia Ryan			

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	16	16
		1.2 Alignment to the Standards	17	17
		Gateway 1 Sub-Total	33	33
		2.1 Constructing Knowledge	16	16
		2.2 Student Access	14	14
2	Constructing Knowledge and Student Access	Gateway 2 Sub-Total	30	30
		3.1 Teacher Supports	15	15
		3.2 Assessment	18	18
		3.3 Student Supports	5	5
		3.4 Intentional Design	-	-
3	Teacher and Student Supports, Assessment, and Intentional Design	Gateway 3 Sub-Total	38	38
		Total Score	101	101
		Final Rating		101
		Overall Rating		
		Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1

Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

e. Series of texts are at a variety of complexity levels appropriate for the grade band and to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 <u>2</u>	
Criterion 1.1 Summary		Sub-Total	Rating
		10 / 16	
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
11. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	16 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Sub-Total	Rating	
Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		14 / 16		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2		

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 11-14	12 / 14	
	Approaching Quality: 8-10		
	Not Representing Quality: 0-7		
Gateway 2			

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
		38	

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators

Indicators	Guiding Questions	Score	Comments
<p>*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.</p>	<p>Are the materials structured to provide information that will assist the teacher in presenting the student materials?</p>	<p>0 2 4</p>	
<p>3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.</p>	<p>Do the materials support deepening teachers' understanding of specific content and standards?</p>	<p>0 1 2</p>	
<p>3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.</p>	<p>Does each lesson and unit align to the Arizona Academic Standards for English Language Arts?</p> <p>Does the content or course connect to previous and upcoming content or courses?</p>	<p>0 1 2</p>	
<p>3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.</p>	<p>Do the materials include strategies for informing students, parents, or caregivers about the program?</p> <p>Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 1 2</p>	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	
e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4	
	Do the materials identify evidence-based strategies that have informed the design of the program?		
	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1	
		Sub-Total	Rating
Criterion 3.1 Summary		15 / 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	17 / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
Criterion 3.3 Summary		Sub-Total	Rating	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	3 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.			
Indicators		Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.		Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Digital Guide Audio	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.		Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	yes teacher to student to student?	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.		Does the visual design support student learning and engagement?	Narrative Evidence Only	yes	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.		Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Digital Guide book	
3w. Materials are available in a digital platform that support a students individual path for learning?		Do the materials support student paths for learning?	Narrative Evidence Only	yes	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			



Gateway 1 Text Quality and Complexity and Alignment to the Standards		Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design	
Exemplifies Quality		Exemplifies Quality		Exemplifies Quality	
Approaching Quality		Approaching Quality		Approaching Quality	
Not Representing Quality		Not Representing Quality		Not Representing Quality	
Title of Material(s)		Grade(s) Evaluated			
Publisher		Reviewer			

Study Sync
McGraw Hill

6
Stacy Johnston

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards		
	1.1 Text Quality and Complexity	16 / 16	
	1.2 Alignment to the Standards	17 / 17	
	Gateway 1 Sub-Total	33 / 33	
2	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	16 / 16	
	2.2 Student Access	14 / 14	
	Gateway 2 Sub-Total	30 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design		
	3.1 Teacher Supports	15 / 15	
	3.2 Assessment	18 / 18	
	3.3 Student Supports	15 / 5	
	3.4 Intentional Design	—	
	Gateway 3 Sub-Total	38 / 38	
Overall Rating			
Exemplifies Quality: All Gateways are Exemplifies Quality.			
Approaching Quality: All Gateways are Approaching Quality or Better.			
Not Representing Quality: Any Gateway is Not Representing Quality.			
Total Score		101 / 101	Final Rating

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1

Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or <u>gestural modes</u> .	Do materials include the consumption and creation of multimodal literacies?	0 1 2	<i>graphic organizers</i>
Criterion 1.2 Summary		Sub-Total	Rating
Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		17 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge	Materials build knowledge through integrated reading, writing, listening, and language.			
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	16 / 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	Love it! Word Sentence frames Banks
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
		38	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	
3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4	
	Do the materials identify evidence-based strategies that have informed the design of the program?		
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1	
	Rating Levels	Sub-Total	Rating
Criterion 3.1 Summary		15 / 15	
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 <u>2</u>		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 <u>2</u>		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	<u>18</u> / 18		

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.			
Indicators	Guiding Questions	Score	Comments		
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>			
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>			
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>	✓ list		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>			
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only			
Criterion 3.3 Summary		Sub-Total	Rating		
		5 / 5			

Criterion 3.4 Intentional Design				Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.			
Indicators		Guiding Questions		Score	Comments		
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.		Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?		Narrative Evidence Only	digital guide stories online		
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.		Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?		Narrative Evidence Only	help set goals thru data tracking		
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.		Does the visual design support student learning and engagement?		Narrative Evidence Only	opportunities to talk w/ each other		
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.		Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?		Narrative Evidence Only	diff lexites provides a guide book		
3w. Materials are available in a digital platform that support a student's individual path for learning?		Do the materials support student paths for learning?		Narrative Evidence Only	diff lexites data tracking		

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			



Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design	
	Exemplifies Quality	Approaching Quality	Exemplifies Quality	Approaching Quality
	Not Representing Quality	Not Representing Quality	Not Representing Quality	Not Representing Quality
	↑	↑	↑	↑
Title of Material(s)	Intro Literature		5th Coth	
Publisher	HMH		Stacy Johnston	

Review Summary				
Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	13 / 16	
		1.2 Alignment to the Standards	17 / 17	
		Gateway 1 Sub-Total	30 / 33	
2	Constructing Knowledge and Student Access	2.1 Constructing Knowledge	15 / 16	
		2.2 Student Access	14 / 14	
		Gateway 2 Sub-Total	29 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.1 Teacher Supports	15 / 15	
		3.2 Assessment	17 / 18	
		3.3 Student Supports	5 / 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	37 / 38	
Overall Rating				
Exemplifies Quality: All Gateways are Exemplifies Quality.				
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				
Total Score			96	Final Rating
			101	

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17
		33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	? revise	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	no lexile given?
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	13 / 16	

Criterion 1.2 Alignment to the Standards		Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2		
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2		
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2		
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3		
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2		

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary		Sub-Total	Rating
Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8		17 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ Materials must receive a score of **Exemplifies Quality** or **Approaching Quality** in Gateway 1 in order to be reviewed in Gateway 2.

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently. <i>ensure</i>	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2 <i>2</i>	<i>Yes theme</i>	
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4 <i>4</i>		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4 <i>4</i>		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2 <i>2</i>		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4 <i>4</i>		
Criterion 2.1 Summary		Sub-Total	Rating	
		<i>15</i> / 16		
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	Dok5 challenge	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	diff levels strategies	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	Challenge students	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

**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 adequately 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)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
		5. The criterion was completely met.	Total Points		
Support your Rating:					
Total Points Section 1:					10
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
		5. The criterion was completely met.	Total Points		
Support your Rating:					

118
+ 25
143

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 2:						55
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 3:						19

4. Speaking and listening development and skills						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						9
5. Language development and skills						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						25
Total Points Section 1-5:						

**all depending on getting the 2025 workbook's sooner*

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *My View*

Publisher: *Savvas Realize*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

no workbooks, better when hands on workbooks before 2025?

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

25

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills						Total Points
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						
Total Points Section 1:						8
2. Reading comprehension for literary and informational texts and text complexity						Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Support your Rating:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						

111
+ 10
121

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

3. Writing development and skills

Total Points Section 2:

58

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 3:

14

4. Speaking and listening development and skills						
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						27
Total Points Section 1-5:						71

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: My View

Publisher: SAVVAS

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: Material feels disjointed / disorganized. Texts are interesting / engaging but objectives are all over or aren't revisited enough.

Total Points Questions 1-5:

10

**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 adequately 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)					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Academic Vocab., practice pages, foundation skills					Total Points
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: variety of places + ways to practice very clear steps					Total Points
					Total Points Section 1:
					10
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: text may not be comprehensible yet due to vocab background					Total Points
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: many are unable to access due to higher level					Total Points
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: specific tasks, too much for one week disappointed					Total Points
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: materials too high + unaccessible					Total Points
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: too much in too little time					Total Points
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: too many options for the time - won't use					Total Points
2.7. Material cultivates student engagement in reading text carefully.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: students aren't able to comprehend independently overwhelming					Total Points
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: too much in too little time, unfocused					Total Points

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input type="checkbox"/> The criterion was partially met.	<input checked="" type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	3

Support your Rating:

overwhelming to teacher + student

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input type="checkbox"/> The criterion was partially met.	<input checked="" type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	3

Support your Rating:

too high for students + specific ELL

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students are unable to access material little support

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students are unable to access materials due to lack of differentiation

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students unable to access due to lack of differentiation

Total Points Section 2:

38

3. Writing development and skills

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students unable to access due to lack of differentiation

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students unable to access due to lack of differentiation

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input type="checkbox"/> The criterion was partially met.	<input checked="" type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	3

Support your Rating:

lack of differentiation

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.

1.	2.	3.	4.	5.	Total Points
<input type="checkbox"/> The criterion was not met.	<input checked="" type="checkbox"/> The criterion was partially met.	<input type="checkbox"/> The criterion was adequately met.	<input type="checkbox"/> The criterion was substantially met.	<input type="checkbox"/> The criterion was completely met.	2

Support your Rating:

students unable to access due to lack of differentiation

Total Points Section 3:

9

4. Speaking and listening development and skills						
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access due to lack of differentiation					
4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access due to lack of differentiation					
Total Points Section 4:						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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access due to lack of differentiation					
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access due to lack of differentiation, disjointed					
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access due to lack of differentiation esp. ELL					
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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access ELL not supported					
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access materials					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Students unable to access lack of ELL support					
Total Points Section 5:						10
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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
Title: My View					
Publisher: Pearson					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Above grade-level expectations					
4. The content is aligned with speaking and listening development and skills for the grade.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: ELL is not supported appropriately					
5. The content is aligned with language development and skills for the grade.					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Too many skills taught too quickly for proficiency					
Total Points Questions 1-5:					6

Tina Sanders | Smith 4th

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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Into Reading

Publisher: HMH

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: No student vocab work only teacher

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

17

109

4. Speaking and listening development and skills

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 4:

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 5:**Total Points Section 1-5:**

22

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Starts out complex and rigorous						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						45
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						17

**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 adequately 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)					
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Missing student workbooks</i>					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Total Points Section 1:					8
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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Missing leveled readers to increase independent reading hard copies of level</i>					
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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

*2
2
15*

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Into Reading

Publisher: HMH

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

not enough vocab work for student hands on

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

starting out writing higher in module 1, need more scaffolding up.

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

17

117

4. Speaking and listening development and skills

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

Support your Rating:

Total Points Section 4:

8

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 5:

22

Total Points Section 1-5:

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: starts complex, does not build						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						46
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						17

**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 adequately 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)		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
Total Points Section 1:					8
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:		I don't feel there is as much leveled texts to increase opportunities for independent reading			
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Into Reading - Grade 5

Publisher: HMH

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	10

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	59

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	18

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	7

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	21

Support your Rating:

Total Points Questions 1-5:

19

115

4. Speaking and listening development and skills

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:

has once a week

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				3

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				4

Total Points Section 4:

7

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.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				3

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:

missing in person component. Is totally online.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				2

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				5

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				5

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:

seems to be missing multiple meaning words

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				3

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points
				3

Total Points Section 5:

21

Total Points Section 1-5:

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: in two separate books.						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating: seemed to not be in every lesson.						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	1
Support your Rating: unable to find any.						
Total Points Section 2:						59
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 3:						18

**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 adequately 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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Tons of resources

Total Points Section 1:

10

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

If the Rigby leveled readers come with it.

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.7. Material cultivates student engagement in reading text carefully.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Myview literacy 5th

Publisher: SAVVAS

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	1

Support your Rating:

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	2

Support your Rating:

Total Points Questions 1-5:

15

4. Speaking and listening development and skills

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 4:

2

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.

Support your Rating:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Vocab highlighted in text to show vocab in use

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

Support your Rating:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 5:

13

Total Points Section 1-5:

91

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
don't see multiple texts on same topic						
Total Points Section 2:						51
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						20

**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 adequately 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					Total Points 2
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					Total Points 3
Total Points Section 1:					5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					

**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 adequately 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	only in student book					2
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	not strong					3
Total Points Section 1:						5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	the option is to read same story					2
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						5
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	unable to find					1

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	1

don't see same text

3. Writing development and skills

Total Points Section 2:

51

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Total Points Section 3:

20

4. Speaking and listening development and skills						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.	<input checked="" type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	1
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.	<input checked="" type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	1
Support your Rating:						
Total Points Section 4:						2
5. Language development and skills						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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	2
Support your Rating: vocab words not highlighted						
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	2
Support your Rating: doesn't explicitly teach the grammar. Only does examples						
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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
Support your Rating: vocab words not highlighted in text. Students doesn't have a model of how it's used.						
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).	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						13
Total Points Section 1-5:						89

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *My View - Grade 5*

Publisher: *Savvas*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>20</i>

Support your Rating:

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>2</i>

Support your Rating:

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>13</i>

Support your Rating:

Total Points Questions 1-5:

15

*91
15
106*

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

Publisher:

HMH

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Content aligns somewhat but jumps around too much.

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Did not see a lot of essay writing opportunities

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

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

14

96

4. Speaking and listening development and skills

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 4:

6

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.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 5:

21

Total Points Section 1-5:

82

<p>2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>Total Points Section 2:</p>						<p>41</p>
<p>3. Writing development and skills</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>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.</p>	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
<p>Support your Rating:</p>						
<p>Total Points Section 3:</p>						<p>10</p>

**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 adequately 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)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 1:

4

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.7. Material cultivates student engagement in reading text carefully.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

**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: intoreading Grade 5

Publisher: HMH

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<u>5</u>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<u>4</u>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<u>4</u>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<u>4</u>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<u>4</u>

Support your Rating:

Total Points Questions 1-5:

21

132

4. Speaking and listening development and skills

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Once a week discussions

4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 4:

7

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

would like an in person component and not just online. missing lessons for it

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 5:

21

Total Points Section 1-5:

111

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Wish questions were in book w/ story instead of a separate book						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Not seen in every lesson						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Cannot find stories about same topic						
Total Points Section 2:						56
3. Writing development and skills						
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Somewhat there. Wish it was more						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						17

**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 adequately 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 1:					10
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: text Complexity jumps from week to week					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					

3

Directions for reviewers using this 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.

Record your findings based on the extent to which the criteria were met using the following scale:						
1	2	3	4	5		
The criterion was not met.	The criterion was partially met.	The criterion was adequately 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)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Total Points Section 1:					10	
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
2.7. Material cultivates student engagement in reading text carefully.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 2:

62

3. Writing development and skills

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Scope & sequence has material but no direction on Product

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 3:

16

4. Speaking and listening development and skills						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						8
5. Language development and skills						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						30
Total Points Section 1-5:						126

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Wonders Grade 5

Publisher: McGraw hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	10

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	62

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	16

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	8

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	30

Support your Rating:

Total Points Questions 1-5:

22

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Total Points Section 1:						10
2. Reading comprehension for literary and informational texts and text complexity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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).	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						

126
22
148
✓

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Who Wrote The Constitution & Creating A New Nation

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Folktales / Constitution & New Nation

62

Total Points Section 2:

3. Writing development and skills

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Could not find- Scope & Sequence has products but no directions/rubric

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Reading Writing Companion p.208/209

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 3:

16

4. Speaking and listening development and skills					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					30
Total Points Section 1-5:					126

**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: Wonders Grade 5

Publisher: McGrawhill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	10

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	62

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	16

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	8

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	30

Support your Rating:

Total Points Questions 1-5:

22

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Total Points Section 1:						10
2. Reading comprehension for literary and informational texts and text complexity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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).	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

62

3. Writing development and skills

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.

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Could not find scope/sequence has product but no directional rubric

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

reading writing companion pg 208-209

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

16

4. Speaking and listening development and skills					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					30
Total Points Section 1-5:					126

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *Wonders Grade 5*

Publisher: *McGraw Hill*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>10</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>62</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>16</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>8</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>30</i>

Support your Rating:

Total Points Questions 1-5:

22

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills						Total Points
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						
Total Points Section 1:						9
2. Reading comprehension for literary and informational texts and text complexity						Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Support your Rating:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:						
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:						

somewhat too complex/difficult for grade level in textbook

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 2:

45

3. Writing development and skills

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Total Points Section 3:

18

4. Speaking and listening development and skills					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					21
Total Points Section 1-5:					93

129

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

Wonders

Publisher:

McGraw Hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

It is aligned, but I wish there was more materials with short passages focusing on a speaking skill.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Some writing areas may be confusing for students.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

19

Sanders | Smith 4th Grade

**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 adequately 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)					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Total Points Section 1:					8
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						53
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						16

4. Speaking and listening development and skills

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

need access

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

need repeated opportunities. (Same words)

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

need more opportunities w/ the same words

Total Points Section 5:

Total Points Section 1-5:

27

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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
Title: Wonders					
Publisher: McGraw Hill					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Very quick intro to Greek/Latin Roots. Not enough in-depth instructional materials will need supplement					
2. The content is aligned with reading comprehension for literary and informational texts and text complexity for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Lessons jump between standards. Not in-depth for teaching 1 standard at a time					
3. The content is aligned with writing development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Total Points Questions 1-5:					17

**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 adequately 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	multiple, easy to follow, practice types + pages				
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	The ELL portion is mostly online. There is no word work component for small group				
Total Points Section 1:					8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	3rd grade appropriate passages				
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	shared, paired, anchor				
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	close rdy activities explicit guidance for tasks				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Reader/Writer, text in bk + consumable to mark up				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Graphic organizer, purposeful				
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	find, circle, underline				
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	explicit instruction for why we reread				
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	routines				

50
174
174

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
genres						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
graphic organizers - wk focus						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
shared, paired, anchor						
Total Points Section 2:						65
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 3:						20

4. Speaking and listening development and skills					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	routines, but not much listen/speak routines				
4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					28
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	word web variety of ways to use vocab				
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					29
Total Points Section 1-5:					150

**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:

Wonder

Publisher:

McGraw Hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:

24

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills						Total Points
1.1. Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns)	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Total Points Section 1:						8
2. Reading comprehension for literary and informational texts and text complexity						Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	
Support your Rating:						
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 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).	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 2:						73
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 3:						16

4. Speaking and listening development and skills

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: need access to a demo for online

Total Points Section 4:

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: need repeated opportunities on word lists

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: need more opportunities for repeated practice

Total Points Section 5:

27

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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *Wonders*

Publisher: *McGraw Hill*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: *meets needs, but not enough in-depth instructional materials for vocabulary needs*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: *meets criteria, jumps around on too many standards within a lesson. (currently focusing on 1 standard chunks in instruction)*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> <i>no</i>	<input checked="" type="checkbox"/> <i>yes</i>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

17

Gateway 1			Gateway 2		Gateway 3	
Text Quality and Complexity and Alignment to the Standards			Constructing Knowledge and Student Access		Teacher and Student Supports, Assessment, and Intentional Design	
Exemplifies Quality →			Exemplifies Quality →			
Approaching Quality →			Approaching Quality →			
Not Representing Quality ☒			Not Representing Quality ☒			

Title of Material(s)	Study Syne		Grade(s) Evaluated	6th	
Publisher	McGraw Hill		Reviewer	Elizabeth Gales	

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	11 / 16	
		1.2 Alignment to the Standards	12 / 17	
		Gateway 1 Sub-Total	23 / 33	
		2.1 Constructing Knowledge	12 / 16	
2	Constructing Knowledge and Student Access	2.2 Student Access	8 / 14	
		Gateway 2 Sub-Total	20 / 30	
		3.1 Teacher Supports	7 / 15	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.2 Assessment	12 / 18	
		3.3 Student Supports	2 / 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	21 / 38	
Overall Rating			Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality.			44 / 101	Not Representative
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1

Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	11 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	12 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	23 / 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge

Materials build knowledge through integrated reading, writing, listening, and language.

Indicators	Guiding Questions	Score	Comments
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 <u>1</u> 2	
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 <u>2</u> 3 4	
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 <u>2</u> 3 4	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 <u>1</u> 2	
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 <u>2</u> 4	
Criterion 2.1 Summary			
Rating Levels		Sub-Total	Rating
Exemplifies Quality: 13-16			
Approaching Quality: 9-12			
Not Representing Quality: 0-8		12 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 <u>3</u> 2 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 <u>2</u>	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 <u>1</u> 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 <u>1</u> 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 <u>1</u> 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 <u>1</u> 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels		
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	Sub-Total	Rating
			8 / 14	

Gateway 2 Points Available		Rating Levels		Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30		20 / 30		
	Approaching Quality: 16-23				
	Not Representing Quality: 0-15				
Gateway 2 Comments					

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	7 / 15	
		Sub-Total		Rating

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 <u>2</u> 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 <u>1</u> 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 <u>2</u> 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 <u>1</u> 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 <u>2</u>		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 (2)		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 (2)		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	Sub-Total 12 18	Rating

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 (1)		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 (1) 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 (1) 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 (1) 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Stories - Yes Visuals - No	
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total	Rating
			2 / 5	

Criterion 3.4 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.		
Indicators	Guiding Questions	Score	Comments	
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Yes	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	No	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	No	
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes	
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes	

Gateway 3 Points Available		Rating Levels		Gateway 3 Points Achieved		Gateway 3 Rating	
38	Exemplifies Quality: 30-38		21 / 38				
	Approaching Quality: 20-29						
	Not Representing Quality: 0-19						
Gateway 3 Comments							

Entered

✓

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Gateway 2 Constructing Knowledge and Student Access		Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality	→	
	Approaching Quality	→	
	Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	My Perspectives	Grade(s) Evaluated	6th
Publisher	Savas	Reviewer	Elizabeth Galles

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	12 / 16	
		1.2 Alignment to the Standards	12 / 17	
		Gateway 1 Sub-Total	24 / 33	
2	Constructing Knowledge and Student Access	2.1 Constructing Knowledge	12 / 16	
		2.2 Student Access	11 / 14	
		Gateway 2 Sub-Total	23 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design	3.1 Teacher Supports	11 / 15	
		3.2 Assessment	16 / 18	
		3.3 Student Supports	3 / 5	
		3.4 Intentional Design	-	
		Gateway 3 Sub-Total	28 / 38	
Overall Rating			Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality.			75 / 101	App. Quality
Approaching Quality: All Gateways are Approaching Quality or Better.				
Not Representing Quality: Any Gateway is Not Representing Quality.				

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion	Indicators	Available Points	
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	1a-1e	16	
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.	1f-1m	17	
			33

Criterion 1.1 Text Quality and Complexity

Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 <u>2</u> 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 <u>2</u> 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 <u>2</u>	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 <u>4</u>	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	12 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	12 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	24 / 33	Not enough space for student practice on all
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			
the skills, just practice suggestions			

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	2a-2e	16
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	2f-2k	14
		30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??	0 2 4	Requirements may have time, but not to teach all skills within the story.	
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	12 16	

Criterion 2.2 Student Access

Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.

Indicators	Guiding Questions	Score	Comments
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 1 2 3 4	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2 ³ 4	There are supports listed for each story.
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2 ³ 4	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 1 2	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	11 / 14	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	23 / 30	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

☐ Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports

Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.

Indicators	Guiding Questions	Score	Comments
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2	

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	11 / 15	

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 4		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 2		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2	
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2	
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?		
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	14 18	

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1		
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	Many of the texts a very relatable for 4th graders.	
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total 25/5	Rating

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	Media Vocabulary Active listening Skills for videos
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	Yes
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	Yes
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	Yes
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	Yes

Gateway 3 Points Available		Rating Levels		Gateway 3 Points Achieved		Gateway 3 Rating	
38	Exemplifies Quality: 30-38		20 / 38				
	Approaching Quality: 20-29						
	Not Representing Quality: 0-19						
Gateway 3 Comments							

Gateway 1		Gateway 2		Gateway 3
Text Quality and Complexity and Alignment to the Standards		Constructing Knowledge and Student Access		Teacher and Student Supports, Assessment, and Intentional Design
Exemplifies Quality →		Exemplifies Quality →		
Approaching Quality →		Approaching Quality →		
Not Representing Quality ☒		Not Representing Quality ☒		
Title of Material(s)	Int'l Literature		Grade(s) Evaluated	7/8
Publisher	HMH		Reviewer	Daniel Hartzelton

Review Summary

Review Summary			
Gateway	Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	16 / 16
		1.2 Alignment to the Standards	16 / 17
		Gateway 1 Sub-Total	31 / 33
	2.1 Constructing Knowledge	16 / 16	14
	2.2 Student Access	14 / 14	14
2	Gateway 2 Sub-Total		28 / 30
	3.1 Teacher Supports	15 / 15	14
	3.2 Assessment	18 / 18	18
	3.3 Student Supports	5 / 5	5
	3.4 Intentional Design	-	
3	Gateway 3 Sub-Total		37 / 38
	Total Score		101
	Final Rating		98
	Overall Rating		
	Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.		

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity			
Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards			
Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity






Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.

Indicators	Guiding Questions	Score	Comments
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2 2	
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4 4	

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 (2)	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	/ 16	15

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2 	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2 	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2 	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3 	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2 	

<p>1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.</p>	<p>Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?</p>	<p>0 1 2</p>	
<p>1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.</p>	<p>Do materials include a progression of research skills?</p>	<p>0 1 2</p>	
<p>1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.</p>	<p>Do materials include the consumption and creation of multimodal literacies?</p>	<p>0 1 2</p>	
<p>Criterion 1.2 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>17</p>	<p>Rating</p> <p>16</p>

Gateway 1 Points Available	Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33		/ 33	31
	Approaching Quality: 17 - 26			
	Not Representing Quality: 0 - 16			
Gateway 1 Comments				

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview			
Criterion		Indicators	Available Points
2.1: Constructing Knowledge			
Materials construct knowledge through integrated reading, writing, speaking, and listening.		2a-2e	16
2.2: Student Access			
Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		2f-2k	14
			30

Criterion 2.1 Constructing Knowledge		Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	Guiding Questions	Score	Comments	
2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 1 2		
*2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently-sequenced tasks and high-quality questions at various depths of knowledge.	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4		
*2c. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, and listening).	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4		
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2		
*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.	Do the requirements of the lessons seem practical for teachers and students to complete in the GEESD learning block??	0 2 4		
Criterion 2.1 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	/ 16	14

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	Guiding Questions	Score	Comments	
*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 ¹ 2 ₄		
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 ¹ 2		
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 ¹ 2		
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 ¹ 2		
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?	0 ¹ 2		
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 ¹ 2		

Criterion 2.2 Student Access		Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	/ 14	14

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	/ 30	28
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ☐ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview			
Criterion	Indicators	Available Points	
3.1: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	3a-3f	15	
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	3g-3m	18	
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	3n-3r	5	
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3s-3w	Narrative Evidence Only	
			38

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	Guiding Questions	Score	Comments	
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4		
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2		
3c. Materials provide a teacher's edition that includes Arizona Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Arizona Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2		
3d. Materials provide strategies for informing stakeholders about the program and suggestions to help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	0 1 2		

Criterion 3.1 Teacher Supports		Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program?	0 2 4		
	Do the materials identify evidence-based strategies that have informed the design of the program?			
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1		
Criterion 3.1 Summary		Rating Levels Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Sub-Total / 15	Rating 14

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	Guiding Questions	Score	Comments	
*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.	Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?	0 2 <u>4</u>		
3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 1 <u>2</u>		
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 <u>4</u>		
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 <u>2</u>		
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 <u>2</u>		

Criterion 3.2 Assessment		Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned?	0 1 2		
	Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned?	0 1 2		
	Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?			
Criterion 3.2 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9	18	18

Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 <u>1</u>		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 <u>1</u> <u>2</u>		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 <u>1</u>		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 <u>1</u>		
3r. Materials provide guidance and support strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	yes materials are designed for this purpose	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	/ 5	5

Criterion 3.4 Intentional Design

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.

Indicators	Guiding Questions	Score	Comments
3s. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	yes
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	yes
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	yes
3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	yes
3w. Materials are available in a digital platform that support a students individual path for learning?	Do the materials support student paths for learning?	Narrative Evidence Only	yes

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38	/ 38	37
	Approaching Quality: 20-29		
	Not Representing Quality: 0-19		
Gateway 3 Comments			

Text Quality and Complexity and Alignment to the Standards	Gateway 1			Constructing Knowledge and Student Access	Gateway 2			Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Exemplifies Quality		Not Representing Quality		Exemplifies Quality		Not Representing Quality	
	Approaching Quality				Approaching Quality			
	Not Representing Quality				Not Representing Quality			
	→		<input checked="" type="checkbox"/>		→		<input checked="" type="checkbox"/>	
	→				→			

Title of Material(s)		Grade(s) Evaluated	
Publisher	Savvas	Reviewer	John Ryan

Review Summary				
Gateway		Criterion	Score	Rating
1	Text Quality and Complexity and Alignment to the Standards	1.1 Text Quality and Complexity	/ 16	8
		1.2 Alignment to the Standards	/ 17	9
		Gateway 1 Sub-Total	/ 33	17
		2.1 Constructing Knowledge	/ 16	8
		2.2 Student Access	/ 14	7
2	Constructing Knowledge and Student Access	Gateway 2 Sub-Total	/ 30	15
		3.1 Teacher Supports	/ 15	8
		3.2 Assessment	/ 18	9
		3.3 Student Supports	/ 5	4
		3.4 Intentional Design	-	
3	Teacher and Student Supports, Assessment, and Intentional Design	Gateway 3 Sub-Total	/ 38	21
		Total Score	/ 101	53
		Final Rating		
Overall Rating				
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.				

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Arizona Academic Standards for English Language Arts.

To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview			
Criterion		Indicators	Available Points
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.		1a-1e	16
1.2: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Standards for English Language Arts.		1f-1m	17
			33

Criterion 1.1 Text Quality and Complexity		Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	Guiding Questions	Score	Comments	
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4		
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4		
1c. Materials reflect the variety of genres required by the standards at each grade level.	Do the materials reflect a variety of fiction, poetry, and nonfiction selections?	0 1 2		
*1d. Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4		

1e. Series of texts are at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	8 / 16	

Criterion 1.2 Alignment to the Standards

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Arizona Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 <u>1</u> 2	
1l. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills?	0 <u>1</u> 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 <u>1</u> 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8	9 / 17	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	/ 33	
	Approaching Quality: 17 - 26		
	Not Representing Quality: 0 - 16		
Gateway 1 Comments			

**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: Wonders					
Publisher: McGraw Hill					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	4
Support your Rating:					
2. The content is aligned with reading comprehension for literary and informational texts for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	5
Support your Rating:					
3. The content is aligned with writing development and skills for the grade.					
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	2
Support your Rating:					
4. The content is aligned with speaking and listening development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	5
Support your Rating:					
5. The content is aligned with language development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	5
Support your Rating:					
Total Points Questions 1-5:					16

Amber Jones

**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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>has small groups for EL learners</i>					
Print Concepts					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVC words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: could not find						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						62
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						48
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						14

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					23
Total Points Section 1-5:					

151

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Wonders

Publisher: McGraw Hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

24

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 adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 4
Print Concepts					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 3
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 4
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 3
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 4
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 3
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 3
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 3
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 CVCe words and single syllable words before multisyllabic words).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.
Support your Rating:					5. The criterion was completely met.
					Total Points 4

19
31
50

32
9
41

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	2
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
Total Points Section 1:						50
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

Total Points Section 2:

4

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

Total Points Section 3:

10

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

Total Points Section 4:

3

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

Total Points Section 5:

20

Total Points Section 1-5:

124

**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:

Wonders

Publisher:

McGraw Hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<i>3</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<i>3</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<i>3</i>

Support your Rating:

Total Points Questions 1-5:

17



**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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVCe words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 1:						67
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points 5
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points 5
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points 5
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating:						
Total Points Section 2:						49
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 3
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points 3
Support your Rating:						
Total Points Section 3:						10

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
Total Points Section 4:						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 5:						29
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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Into Reading

Publisher: HMH

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Total Points Questions 1-5:

23

(182)

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 adequately 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <div style="font-size: 1.2em; color: blue; margin-top: 10px;">tiered by level</div>						
Print Concepts						
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Phonological Awareness						
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <div style="font-size: 1.2em; color: blue; margin-top: 10px;">progression moves from syllables to more complex</div>						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVCe words and single syllable words before multisyllabic words).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:					75	
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	authentic & complex					
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	wide variety					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Love the variety of questions provided

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

55

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

words used in phonics are used throughout the lesson

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Wide variety of prompts and extensions

Total Points Section 3:

15

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
					Total Points Section 4: 5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: boxed strategy bolded in green!					
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: integrated grammar					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: Love the graphic					
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: videos!					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
					Total Points Section 5: 30
Total Points Section 1-5:					180

**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: *Into Reading*

Publisher: *HMH*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:

25

205

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.			
1. Foundational Reading Skills							
		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points	
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 criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Rolling Assessments, sight words, etc. would have to be updated!</i>							
Print Concepts							
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points	
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							
Phonological Awareness							
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>A lot of phonics support.</i>							
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Seems to follow our pacing more or less.</i>							
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVC words and single syllable words before multisyllabic words).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							

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).	<input checked="" type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: N/A for 1st grade.						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: In Vocabulary						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: SW routine simple.						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Fluency						
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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: Partner & decodable reading.						
Total Points Section 1:						88/57
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input checked="" type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: Found in external packet						
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: Builds on our pacing guide.						
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
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	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input checked="" type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						

Where are the standards??

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

90 leveled rigby readers.

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Identified science or ss topic for each week.

2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Building on phonics skills for decodable readers.

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Teaching Pal.

Total Points Section 2:

43

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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Phonics writing is good practice, not any good comprehension practice.

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Limited support for modeling or graphic organizers.

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Prompts kind of, no support.

Total Points Section 3:

7

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						24
Total Points Section 1-5:						136

$$\begin{array}{r}
 107 \\
 + 24 \\
 \hline
 131 \\
 + 5 \\
 \hline
 136
 \end{array}$$

**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:

Intro Headlines

Publisher:

HMH

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>4</i>

Support your Rating:

Not rolling assessment

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<i>3</i>

Support your Rating:

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<i>2</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	<i>5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>4</i>

Support your Rating:

Total Points Questions 1-5:

16

✓ 152

**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 adequately 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.					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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.					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating: see structured Lit Book TE						
Phonological Awareness						
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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.					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating: TE / Structured Lit						
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input checked="" type="checkbox"/> 3. The criterion was adequately met. <input type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 3
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).					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating: AM4 1W to Ready						
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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).					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
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 CVC words and single syllable words before multisyllable words).					<input type="checkbox"/> 1. The criterion was not met. <input type="checkbox"/> 2. The criterion was partially met. <input type="checkbox"/> 3. The criterion was adequately met. <input checked="" type="checkbox"/> 4. The criterion was substantially met. <input type="checkbox"/> 5. The criterion was completely met.	Total Points 4
Support your Rating:						

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 1:						60
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating: TEGink						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: See Table Top ELO						

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

Support your Rating:

Balance is Good

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

Support your Rating:

SRK TR. Pacer

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

5

Support your Rating:

SRK TR. Pacer

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

Support your Rating:

Total Points Section 2:

45

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

45

Support your Rating:

HMH Auto Reading

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

5

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 adequately met. 4. The criterion was substantially met. 5. The criterion was completely met.

Total Points

4

Support your Rating:

Total Points Section 3:

14

Program has an excellent ELA program as well. Excellent program

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Into Reading				
Total Points Section 4:					5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Into Reading				
5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Into Reading				
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					26
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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *Into Reading*

Publisher: *HMH*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

Total Points Questions 1-5:

22

177

Maricela Barrera
HMH- i Arriba la Lectura!

Glendale Elementary School District
2023 ELA Adoption
K-2 Rubric

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

Directions for reviewers using this rubric:

1	2	3	4	5
The criterion was not met.	The criterion was partially met.	The criterion was adequately 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.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

Print Concepts

1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.

Support your Rating:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

did not see compound words

Phonological Awareness

1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

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.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

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).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

1.7. Materials support instruction that teaches students how to blend letters and write/spell and decode words.

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

1.8. Materials support instruction that teaches students how to write spell and the common sound-spelling patterns of English in an explicit and sequential fashion (for example, CV, CVC words containing consonant blends, and vowel teams).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
				Total Points

Needs more individual practice

1.9. Materials support instruction that progresses from simple to more complex sound-spelling patterns and word analysis skills (for example, multisyllabic words).

Support your Rating:

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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:

I did not see any compound words.

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

1.11. Materials provide instruction in simple prefixes and suffixes.

Support your Rating:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

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. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.

Support your Rating:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.

Support your Rating:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

I like how it graphs the picture-word-meaning.

Fluency

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:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

Total Points Section 1:

54

2. Reading comprehension for literary and informational texts

2.1. Texts for each grade band align with complexity requirements and instructional goals.

Support your Rating:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

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:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

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:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

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:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☒ 4. The criterion was substantially met. ☐ 5. The criterion was completely met. ☐

Total Points

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:

1. The criterion was not met. ☐ 2. The criterion was partially met. ☐ 3. The criterion was adequately met. ☐ 4. The criterion was substantially met. ☒ 5. The criterion was completely met. ☐

Total Points

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

51

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

14

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 4:

5

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 5:

30

Total Points Section 1-5:

154

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

i Arriba la Lectora!

Publisher:

HMH

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>24</i>

Support your Rating:

Total Points Questions 1-5:

24

✓ 178

Amber Jones

**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 adequately 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>doesn't support all</i>							
Print Concepts							
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							
Phonological Awareness							
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVC words and single syllable words before multisyllabic words).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:							

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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <u>N/A</u>						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <u>found in vocabulary</u>						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						<u>61</u>
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <u>Do not see standards w/in lesson</u>						
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

In teaching pat there are stopping points with up to 20k 3 questions

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

46

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

10

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 4:

5

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

found in the "know it; show it"

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 5:

23

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: *Into Reading*

Publisher: *HMH*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:

20

✓ (165)

**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 adequately 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Know it Show It Independent Practice Bk</i>					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 1:					<i>10</i>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Small Group Read & Respond Journal</i>					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Read & Respond Journal</i>					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Read & Respond Journal, Notes on Reading Pg. My Bk.</i>					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Read & Respond Journal, Small Groups</i>					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Other Rigby Reader Suggestions TE p. 78 Vol 1 Online Readers</i>					

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Ready & Respond, My Notes on sides for annotation						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Centers, Small Group Focus - Rigby Online Library						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Centers, Small Group Focus						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Each Week Does this!						
Total Points Section 2:						65
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Writing Workshop Book = VERY STRONG						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Excellent in Writing Workshop Book						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Writer Workshop Bk						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: 15 Lessons in Writer Workshop Per Unit, Read & Respond Journal, Notes on My Bk						
Total Points Section 3:						20

4. Speaking and listening development and skills

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Turn & Talk, Collaborative Discussion, etc. built in to lessons

4.2. Materials use multimedia and technology to support and engage students in understanding and verbally expressing details and themes in a text.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Rigby online books on same topic / varied levels

Total Points Section 4:

10

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Know It, Show It Bk = VERY STRONG

5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Grammar, Affixes, Author's Purpose, Spelling = VERY STRONG

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Vocab = VERY STRONG - Know It, Show It Bk

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Academic Vocab, Critical Vocab, Vocab Strategy & Generative Vocab

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Vocab Strategies

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Know It, Show It Bk

Total Points Section 5:

30

Total Points Section 1-5:

130

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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
Title: HMH 5 th Grade Into Reading					
Publisher: HMH					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	10
Support your Rating: Small Groups, Know It, Show It, Read & Respond Journal					
2. The content is aligned with reading comprehension for literary and informational texts and text complexity for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	65
Support your Rating: Throughout reading in Read & Respond Journal					
3. The content is aligned with writing development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	20
Support your Rating: Writing Workshop, Read & Respond Journal = VERY STRONG					
4. The content is aligned with speaking and listening development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	10
Support your Rating: Built in Turn & Talk, Collaborative Discussions in lessons					
5. The content is aligned with language development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	30
Support your Rating:					
Total Points Questions 1-5:					130

**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 adequately 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>higher passages more complex passages - grade level accessible</i>					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>read + respond -> not much further though</i>					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Fun + appropriate - more of kid friendly stories</i>					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>asking about POV w/o explicit teaching</i>					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Questions in Teaching Pal don't make kids cite evidence</i>					
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Students aren't required to write + cite</i>					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>not complex</i>						
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 determine main ideas and supporting details, paraphrase, and summarize texts read.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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: *Into Reading*

Publisher: *HmH*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 adequately 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 1:					6
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>not extensive opportunities</i>					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Online presence</i>					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						57
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						16

4. Speaking and listening development and skills					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					8
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					24
Total Points Section 1-5:					111

**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: <i>My View Literacy - 5th Grade</i>					
Publisher: <i>SAVVAS</i>					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>6</i>
Support your Rating:					
2. The content is aligned with reading comprehension for literary and informational texts and text complexity for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>57</i>
Support your Rating:					
3. The content is aligned with writing development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>16</i>
Support your Rating:					
4. The content is aligned with speaking and listening development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>8</i>
Support your Rating:					
5. The content is aligned with language development and skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	<i>24</i>
Support your Rating:					
Total Points Questions 1-5:					<i>111</i>

Tina Sanders

Smith 4th

**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 adequately 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)					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
					Total Points Section 1:
					10
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.7. Material cultivates student engagement in reading text carefully.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	55
Support your Rating:						
Total Points Section 2:						
3. Writing development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						19

4. Speaking and listening development and skills						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						9
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						
Total Points Section 1-5:						25

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: <i>My View</i>					
Publisher: <i>SavvasLiteracy</i>					
1. The content is aligned with foundational reading skills for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	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: <i>no workbook Need hands-on waiting on answer</i>					
2. The content is aligned with reading comprehension for literary and informational texts and text complexity for the grade.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:					<i>25</i>

205

**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.	
1. Foundational Reading Skills					
1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	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:					
Print Concepts					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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:					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	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:					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	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:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	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:					
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	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:					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	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:					
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	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:					
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 CVC words and single syllable words before multisyllabic words).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	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:					

50
12/2/23

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						67
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

41

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

9

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						23
Total Points Section 1-5:						145

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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: MY View

Publisher: SAVVAS

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

I like that fluency is included

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

Total Points Questions 1-5:

20

Amber Jones

**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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVCe words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						65
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						47
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						15

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					24
Total Points Section 1-5:					15

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

My View Literacy

Publisher:

SAWAS

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>6.5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4.5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>1.5</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>2.4</i>

Support your Rating:

Total Points Questions 1-5:

23

Maricela Barrera

My View
Literacy

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 adequately 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 3
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 1
Support your Rating: Compound words or chunking is not seen visible.					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 5
Support your Rating:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 3
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 5
Support your Rating:					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 5
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 4
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 CVCe words and single syllable words before multisyllabic words).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	Total Points 3
Support your Rating:					

34 pts

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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	1

Support your Rating: No activities- lessons visible in Unit 1 or 2.

1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

Fluency					
Total Points Section 1:					
56					

2. Reading comprehension for literary and informational texts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.1. Texts for each grade band align with complexity requirements and instructional goals.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

Total Points Section 2:					
34 pts					

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

Could use more extended practice

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

19
27

Total Points Section 2:

46

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

Total Points Section 3:

14

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						27
Total Points Section 1-5:						148

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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

My View Literacy

Publisher:

SAVVAS

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. <i>just missing compound words</i> The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>2</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

Total Points Questions 1-5:

18

Mr. Vision Lectura
SARVAS

Spanish

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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
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.					Total Points
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating:					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: There is not enough examples in K or 1st student workbooks. It is address in Teachers manual not on student workbooks.					
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.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: same as 1.3					
Phonics					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: It is mentioned on Teachers' Manual Not seen on student workbook.					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating:					
Phonics					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: Same as 1.3					
Phonics					
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).					Total Points
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: It is mentioned on teachers Manual Not seen on student workbooks.					
Phonics					
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 CVC words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The criterion was not met.	The criterion was partially met.	The criterion was adequately met.	The criterion was substantially met.	The criterion was completely met.	
Support your Rating: There are no practice to guide students. unless, there's a writing workbook -					

22 pts

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).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	It is mentioned, but there is no visible examples on student workbook.					
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	It is mentioned on Teachers' Manual. Not included on workbook for guided practice.					
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						42
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	The complexity of each level is high. It does meet instructional goals.					
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Not enough					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	I like how the pictures illustrations support the story. Stories are 2-3 sentences.					
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Very minimal.					
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						44
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Minimal - needs more independent practice						
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						11

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 4:

5

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 5:

24

Total Points Section 1-5:

120

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: *My Vision Lectura*

Publisher: *SAVIAS*

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>42</i>

Support your Rating: *Lacks phonics and PA guided practice - on students workbook.*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>44</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>44</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>44</i>

Support your Rating: *There are many opportunities for discussion.*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>24</i>

Support your Rating:

Total Points Questions 1-5:

14

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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills					
Total Points					
1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Print Concepts					
Total Points					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Phonological Awareness					
Total Points					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime). <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Phonemic Awareness					
Total Points					
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. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Total Points					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Phonics					
Total Points					
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). <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Total Points					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Total Points					
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). <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					
Total Points					
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 CVC words and single syllable words before multisyllabic words). <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 15%; text-align: center;">1. The criterion was not met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was partially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was adequately met.</div> <div style="width: 15%; text-align: center;"><input checked="" type="checkbox"/> The criterion was substantially met.</div> <div style="width: 15%; text-align: center;"><input type="checkbox"/> The criterion was completely met.</div> </div>					
Support your Rating:					

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).	<input checked="" type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: NA 1st						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: Not much structure						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Fluency						
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						
Total Points Section 1:						51
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
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.	<input type="checkbox"/> 1. The criterion was not met.	<input checked="" type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
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.	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input checked="" type="checkbox"/> 3. The criterion was adequately met.	<input type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating: Phonics						
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	<input type="checkbox"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adequately met.	<input checked="" type="checkbox"/> 4. The criterion was substantially met.	<input type="checkbox"/> 5. The criterion was completely met.	Total Points
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

informative heavy slightly

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 2:

34

51
+34
85
+11
96

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

11

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						18
Total Points Section 1-5:						118

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title:

Myview

Publisher:

Savvas

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>3</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>4</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>3</i>

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	<i>3</i>

Support your Rating:

Total Points Questions 1-5:

17

**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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: starts with syllables					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: letter tiles yes. phoneme isolation					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: taught in order of frequency					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: letter tiles!					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVC words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

177-125
2023

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 1:						75
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: both authentic & decodable						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: includes self-assessment						
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: includes uninterrupted cold read						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>More literary</i>						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Levelled</i>						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>some questions are given. More examples provided?</i>						
Total Points Section 2:						<i>53</i>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>for phonics, primarily</i>						
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 3:						<i>14</i>

4. Speaking and listening development and skills						Total Points
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						0
5. Language development and skills						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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: low eliminating answers graphics						
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						30
Total Points Section 1-5:						177

**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: My View

Publisher: Savvas

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:

25

McGraw Hill - Wonders

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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>includes phonics instruction & supports for small groups, included modeling</i>					
Print Concepts					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Begins with letters and moves into words</i>					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>includes finding letters in a text</i>					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>taught in alphabetic order, not in order of frequency</i>					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>decodable texts</i>					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CVC words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

926
125
+
685
✓

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>authentic texts</i>						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>fluency routines!!</i>						
Total Points Section 1:						74
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>connects to self as well</i>						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>leveled!</i>						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>includes self-assessment</i>						
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

equal balance

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

high interest, varieties of levels

2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

reviews vocab

2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

includes read aloud routines

2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

has questions for high, medium and lower levels

Total Points Section 2:

55

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 3:

15

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 4:						5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: relates to self						
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: weekly project!						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: builds in exploration of unfamiliar words						
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 5:						30
Total Points Section 1-5:						179

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: *Wonders*

Publisher: *McGraw Hill*

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	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:

25

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.	
1. Foundational Reading Skills					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
1.1. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.					
Support your Rating:					
Print Concepts					
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.					
Support your Rating:					
Phonological Awareness					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					
Support your Rating:					
Phonemic Awareness					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.					
Support your Rating:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					
Support your Rating:					
Phonics					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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).					
Support your Rating:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					
Support your Rating:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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).					
Support your Rating:					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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 CVC words and single syllable words before multisyllabic words).					
Support your Rating:					

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating:						
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 1:						68
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
Total Points Section 2:						44
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating:						
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating:						
Total Points Section 3:						14

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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 4:					3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Total Points Section 5:					24
Total Points Section 1-5:					

153

**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 adequately met.	The criterion was substantially met.	The criterion was completely met.

Title: Wonders

Publisher: McGraw Hill

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating: not sure how it will align with our Pacing guide.

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	3

Support your Rating:

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

Total Points Questions 1-5:

20

**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 adequately 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Says you can reteach phonics lesson in small group.</i>					
Print Concepts					
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.					Total Points
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Not as explicit as Heggerty.</i>					
Phonological Awareness					
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Not as explicit as Heggerty.</i>					
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Phonics & handwriting.</i>					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>I assume, only saw unit 3.</i>					
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>A lot of writing & decoding.</i>					
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 CCVC, CCVC, and CVC words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Again, only saw unit 4.</i>					

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).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
N/A for 1st.						
1.11. Materials provide instruction in simple prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Seems to include suffix practice						
1.12. Materials provide sufficient amount of practice in decoding words in isolation and in decodable text to allow practice of phonic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Text and Phonics Skills Embedded.						
1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
1.14. Materials introduce students to non-decodable words essential to the meaning of a passage as whole words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Fluency						
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 1:						57
2. Reading comprehension for literary and informational texts						
2.1. Texts for each grade band align with complexity requirements and instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
A lot of opportunity for reflection						
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
Support your Rating:	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

2.6. Materials provide a balance of texts and instructional time for literary and informational texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Both included Weekly					
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	a book. Says students can "choose" extension.					
2.8. Texts provide opportunities for students to build knowledge through reading of specific informational and narrative text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Each week new info/focus.					
2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application of phonics skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.9. Materials cultivate students' abilities to ask and answer questions based on the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
2.10. Materials use scaffolding and stimulating questions to engage students in high-quality discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
Total Points Section 2:						48
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Yes but looks challenging					
3.3. Materials include opportunities and prompts for students to write opinions, information/explanations, or narratives in response to texts read.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Again yes but challenging.					
Total Points Section 3:						10

57
+48
105

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 4:

5

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

ELL Support book & ?s

5.2. Materials provide the opportunity to explicitly teach words or grammatical rules that support content that students are reading or learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Grammar part of lesson: 10/1

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Very much ELD Support!

Total Points Section 5:

28

Total Points Section 1-5:

138

110
+28
138

**Overall Scoring Results From the ELA Curriculum
Adoption Committee from 8-29-23 and 8-30-23**

	K-2	3-5	6-8	Average
McGraw Hill	82.63%	80.08%	76.50%	79.29%
Savvas	78.47%	65.33%	72.40%	72.40%
HMH	86.10%	64.50%	92.82%	80.69%

GLENDAL ELEMNTARY SCHOOL DISTRICT
English/Language Arts Curriculum Adoption Committee

INFORMATIONAL AGENDA ITEM

Reports, presentations and other similar items are submitted to the Committee as
information and do not require action.

AGENDA NO: 5 B TOPIC: Minutes from the August 30, 2023 Meeting

SUBMITTED BY: Sienna Shively

DATE ASSIGNED FOR CONSIDERATION: September 6, 2023

GLENDALE ELEMENTARY SCHOOL DISTRICT NO. 40

English/Language Arts Curriculum Adoption Committee Staff Meeting

August 30, 2023, 4:30 p.m.

Public Notice – Meeting Agenda

Notice of this meeting has been posted consistent with the requirements of A.R.S. §38-431.02. The meeting's location is Room 23 at the District Office, 7301 N. 58th Avenue. Glendale, AZ 85301.

The Committee staff reserve the right to change the order of items on the agenda, with the exception of public hearings, which are scheduled for a specific time. Committee Staff members may participate via telephone conference call, if necessary. At the chair's discretion, the staff group may carry over consideration of any business not concluded by 6:30 p.m. to the next meeting's agenda.

1. Call to Order and Roll Call

Ms. Shively called the meeting to order at 4:30 p.m. Ms. Shively greeted everyone and thanked them for their time.

Present:

Sienna Shively
Katie Salch

Other Attendees Present:

Dione Nelson	Melissa Harris	Sherilyn Kisselbach	Abigail Bauer
Courtney Monus	Deborah McClenny	Espetasion Garay	Daniel Hazelton
Hayley Dahlman	Julia Ryan	Mary Fowler	Stacy Johnston
Maricela Barrera	Tina Sanders	Amber Jones	Dennis Micelli
Jenifer Howe	Laura Braden	Brian Holman	

Not Present:

Gabrielle Brunk Elizabeth Gallas

Recorder: Katie Salch

2. Opening Exercises

- Adoption of Agenda
- Welcome the Committee and staff
- Pledge of Allegiance

3. Discussion Items

- None at this time

4. Reports and Informational Items

a. Rubric Scores

Administration will present information on the rubric scores, and committee and staff will discuss.

Ms. Shively reported the average scores for each of the three curriculums: McGraw Hill, SAVVAS, HMH. Ms. Kisselbach brings up that primary and middle schools are very different beasts. Consideration should be given for middle school SAVVAS. Ms. Johnston does not agree. With the new teachers and her experience, students are not interested in the materials. Ms. Shively

describes how McGraw Hill does not have a dual language portion of the program to support 6-7-8.

b. Identify Curriculum Programs

Administration will identify two curriculum programs that will be on public display for sixty days for a vote by teachers, and staff will discuss.

The two curriculum programs moving forward are

c. Future Meeting Date - September 6th, 2023 4:00 p.m.

5. Action Items

a. Minutes

It is recommended the committee and staff approve the minutes of the August 28, 2023 meeting as presented.

Motioned by Deb McClenney

Seconded by Sherilyn Kisselbach

6. Adjournment

The Meeting adjourned at 5:45 p.m.

Motioned by Tina Sanders

Seconded by Daniel Hazelton