

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

GLENDALE ELEMENTARY 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 criteriomi 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 criteriomi 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.	

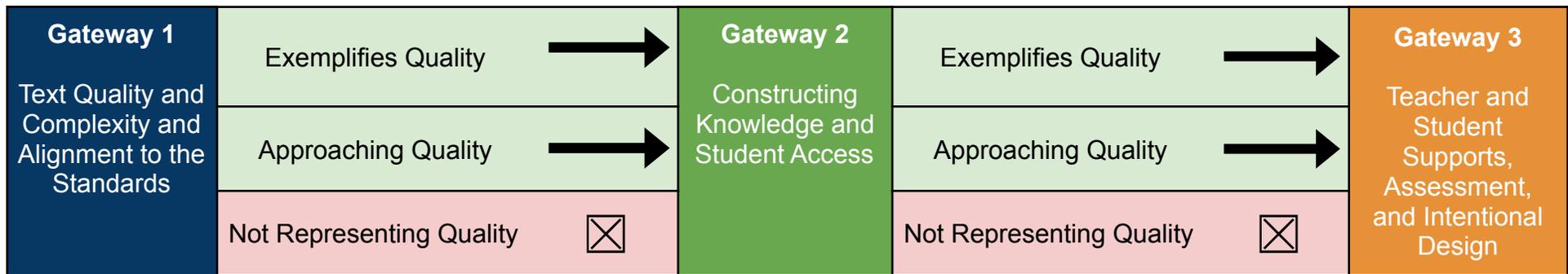
Support your Rating:

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			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	

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	
*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.	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	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.	<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	

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		

<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>Sub-Total</p>	<p>Rating</p>
	<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>/ 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		
*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?	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	

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			

GLENDALE ELEMENTARY 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

<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>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>10 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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>Criterion 1.2 Summary</p>	<p>Rating Levels</p>	<p>Sub-Total</p>	<p>Rating</p>
	<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>17 / 17</p>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1271 504 1333 1003">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1205 504 1271 1003">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1144 504 1205 1003">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	/ 33	
Exemplifies Quality: 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	
*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	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	
		Sub-Total	
		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
<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? 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? 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.

*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 / 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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

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

Do the summative 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.

Criterion 3.2 Summary

Rating Levels

Exemplifies Quality: 14-18
Approaching Quality: 10-13
Not Representing Quality: 0-9

Sub-Total

18 / 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		
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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p>yes</p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p>students collaborate</p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p>engaging</p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>digital materials</p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p>yes</p>

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating			
38	<table border="1"> <tr> <td data-bbox="1258 489 1312 972">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1201 489 1258 972">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1149 489 1201 972">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	/ 38	
Exemplifies Quality: 30-38						
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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

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

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality and Complexity to the Standards	13 / 16	
	1.1 Text Quality and Complexity	14 / 17	
	1.2 Alignment to the Standards	27 / 33	
	Gateway 1 Sub-Total	12 / 16	
	2.1 Constructing Knowledge	11 / 14	
2	2.2 Student Access	23 / 30	
	Gateway 2 Sub-Total	11 / 15	
	3.1 Teacher Supports	15 / 18	
	3.2 Assessment	2 / 5	
3	3.3 Student Supports	-	
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	28 / 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.	18 / 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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 Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 13/16</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 <u>2</u></p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 <u>2</u></p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 <u>2</u></p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 <u>3</u></p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 <u>2</u></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>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>14 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1271 506 1328 995">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1206 506 1263 995">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1149 506 1206 995">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	<i>27</i> / 33	
Exemplifies Quality: 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 <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 <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 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 <u>2</u> 4	
Criterion 2.1 Summary		Rating Levels	Rating
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	
		<u>12</u> / 16	
		Sub-Total	

**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
<p>*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.</p>	<p>Do materials spend the majority of instructional time on grade-level content?</p>	<p>0 2 4</p>	
<p>2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.</p>	<p>Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?</p>	<p>0 1 2</p>	
<p>2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?</p>	<p>0 1 2</p>	

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 (0) 1	
Criterion 3.1 Summary		Rating Levels	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Sub-Total / 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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

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 3.3 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	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	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	<table border="1"> <tr> <td data-bbox="1263 485 1328 968">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1208 485 1263 968">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1154 485 1208 968">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	<i>28</i> / 38	
Exemplifies Quality: 30-38						
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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	Studysync	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
	Text Quality and Complexity and Alignment to the Standards	1.2 Alignment to the Standards	/ 17
	Text Quality and Complexity and Alignment to the Standards	Gateway 1 Sub-Total	/ 33
	Text Quality and Complexity and Alignment to the Standards	2.1 Constructing Knowledge	/ 16
	Text Quality and Complexity and Alignment to the Standards	2.2 Student Access	/ 14
2	Constructing Knowledge and Student Access	Gateway 2 Sub-Total	/ 30
	Constructing Knowledge and Student Access	3.1 Teacher Supports	/ 15
	Constructing Knowledge and Student Access	3.2 Assessment	/ 18
	Constructing Knowledge and Student Access	3.3 Student Supports	/ 5
3	Teacher and Student Supports, Assessment, and Intentional Design	3.4 Intentional Design	-
	Teacher and Student Supports, Assessment, and Intentional Design	Gateway 3 Sub-Total	/ 38
	Teacher and Student Supports, Assessment, and Intentional Design	Total Score	/ 101
Overall Rating			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.			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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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 2</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>16 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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 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 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 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 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1273 501 1333 1003">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1206 501 1273 1003">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1146 501 1206 1003">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	33 / 33	
Exemplifies Quality: 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	
*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	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
<p>*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.</p>	<p>Do materials spend the majority of instructional time on grade-level content?</p>	<p>0 2 4</p>	
<p>2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.</p>	<p>Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?</p>	<p>0 1 2</p>	
<p>2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?</p>	<p>0 1 2</p>	

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

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	
<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 style="text-align: center;">(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 style="text-align: center;">(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? Does the content or course connect to previous and upcoming content or courses?</p>	<p>0 1 2</p> <p style="text-align: center;">(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? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 1 2</p> <p style="text-align: center;">(2)</p>		

**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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

<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? 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 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? 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 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>

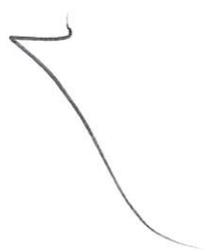
Criterion 3.3 Student Supports		Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	Guiding Questions	Score	Comments	
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use? Do the materials include a variety of approaches to learning tasks?	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 routines and guidance that point out opportunities for students to monitor their learning progress? 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 teacher guidance on connecting learning opportunities to students through use of student home language(s)?	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 designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	<i>Think questions provided.</i>	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.				
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total <u>5</u> / 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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p>A digital option is provided. Interactive tools provided.</p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p>opportunities are provided</p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p>visual design supports student learning</p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>step by step guidance</p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p>paths for learning are supported.</p>

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating			
38	<table border="1"> <tr> <td data-bbox="1263 495 1312 972">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1206 495 1263 972">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1153 495 1206 972">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	/ 38	
Exemplifies Quality: 30-38						
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"/>	<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	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	5 / 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

99 / 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 (4)</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 (4)</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 (2)</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 (4)</p>	

<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 2</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>10/16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 (2)</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 (1) 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 (2)</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 (3)</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 (2)</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>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>15 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1273 501 1334 1003">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1208 501 1273 1003">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1144 501 1208 1003">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	31 / 33	
Exemplifies Quality: 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)		
*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	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
<p>*2f. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.</p>	<p>Do materials spend the majority of instructional time on grade-level content?</p>	<p>0 2(4)</p>	
<p>2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.</p>	<p>Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?</p>	<p>0 1(2)</p>	
<p>2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.</p>	<p>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?</p>	<p>0 1(2)</p>	
<p>2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?</p>	<p>0 1(2)</p>	
<p>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.</p>	<p>What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?</p>	<p>0 1(2)</p>	
<p>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.</p>	<p>Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?</p>	<p>0 1(2)</p>	

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	

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
<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 <u>4</u></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 <u>2</u></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? Does the content or course connect to previous and upcoming content or courses?</p>	<p>0 1 <u>2</u></p>	<p><i>No specific reference to standards. Separate document.</i></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? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 1 <u>2</u></p>	

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 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 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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

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

Sub-Total

18 / 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		
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	<table border="1"> <tr> <td data-bbox="1255 489 1312 970">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1203 489 1255 970">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1149 489 1203 970">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	<i>38</i> / 38	
Exemplifies Quality: 30-38						
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 ↑ Approaching Quality ↑ Not Representing Quality <input checked="" type="checkbox"/>	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality ↑ Approaching Quality ↑ Not Representing Quality <input checked="" type="checkbox"/>	Gateway 3 Teacher and Student Supports, Assessment, and Intentional and Intentional Design
---	--	--	--	---

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 to the Standards	1.1 Text Quality and Complexity / 16	
		1.2 Alignment to the Standards / 17	
		Gateway 1 Sub-Total 28 / 33	
2	Constructing Knowledge and Student Access	2.1 Constructing Knowledge / 16	
		2.2 Student Access / 14	
	Gateway 2 Sub-Total 23 / 30		
3	Teacher and Student Supports	3.1 Teacher Supports / 15	
		3.2 Assessment / 18	
		3.3 Student Supports / 5	
		3.4 Intentional Design -	
	Gateway 3 Sub-Total 29 / 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	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.	<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>	<p>3</p> <p>0 2 4</p>	
*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.	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>3</p> <p>0 2 4</p>	
1c. Materials reflect the variety of genres required by the standards at each grade level.	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>2</p> <p>0 1 2</p>	
*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>	<p>4</p> <p>0 2 4</p>	

<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 2</p>	
<p>Criterion 1.1 Summary</p>		<p>Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 14 / 16</p>
			<p>Rating</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	

<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>Criterion 1.2 Summary</p>		<p>14 / 17</p>		

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33	<i>28</i> / 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	
Rating Levels		Sub-Total	Rating
Criterion 2.1 Summary		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	30	Gateway 2 Points Achieved	23 / 30	Gateway 2 Rating
	Exemplifies Quality: 24-30 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	
		Sub-Total	Rating
Criterion 3.1 Summary		9 / 15	
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	

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.	
<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? 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? 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		<p>Rating Levels</p> <p>Exemplifies Quality: 14-18 Approaching Quality: 10-13 Not Representing Quality: 0-9</p>	<p>Sub-Total</p> <p>15 / 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 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 Levels	Rating
		5 / 5	Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	

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 Approaching Quality: 20-29 Not Representing Quality: 0-19	29 / 38	
Gateway 3 Comments			



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

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

Review Summary

Gateway	Criterion	Score	Rating
1	1.1 Text Quality and Complexity	/ 16	
	1.2 Alignment to the Standards	/ 17	
	Gateway 1 Sub-Total	/ 33	
2	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 ↑ Approaching Quality ↑ Not Representing Quality <input checked="" type="checkbox"/>	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality ↑ Approaching Quality ↑ Not Representing Quality <input checked="" type="checkbox"/>	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
--	--	--	--	--

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

Review Summary			
Gateway	Criterion	Score	Rating
1	1.1 Text Quality and Complexity	/ 16	
	1.2 Alignment to the Standards	/ 17	
	Gateway 1 Sub-Total	/ 33	
2	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
<p>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.</p>		/ 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! Gay!
*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 books were awesome. were awful 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!

<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>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>16 / 16</p>
			<p>Rating</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	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	

<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>13 / 17</p>	<p>Rating</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	
*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	30	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
		Exemplifies Quality: 24-30 Approaching Quality: 16-23 Not Representing Quality: 0-15	/ 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 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
		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?
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

Sub-Total

12 / 18

Rating

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 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	
Criterion 3.3 Summary		Sub-Total	Rating
		4 / 5	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	

1



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

Title of Material(s)	intro literature	Grade(s) Evaluated	both
Publisher	HMH	Reviewer	Elizabeth Galles

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

<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 <u>2</u></p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>14 / 16</p>	<p>Rating</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>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>14 / 17</p>	<p>Rating</p>

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.	
*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?	0 1	
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	

**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

15 / 18

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	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 Calabó 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 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"/>		Not Representing Quality	<input checked="" type="checkbox"/>		

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

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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	info Literature	Grade(s) Evaluated	8
Publisher	HMH	Reviewer	Shavi Kisselbach

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

<p>Criterion 1.1 Summary</p>	<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>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>0 1 <u>2</u></p>
<p>Sub-Total</p>	<p>10 / 16</p>	
<p>Rating</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>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p>B / 17</p>	

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 <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	

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 <u>2</u> 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 <u>1</u>		
	Rating Levels	Sub-Total	Rating	
Criterion 3.1 Summary		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	<u>10</u> / 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.

<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? 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? 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>18</p>	<p>Rating</p>

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		

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
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7		7 / 14

Gateway 2 Points Available	30	Gateway 2 Points Achieved	7	Gateway 2 Rating
Rating Levels		Gateway 2 Points Achieved		
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 <u>1</u> 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 <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? 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	
		Sub-Total	Rating
Criterion 3.1 Summary		8 / 15	
		Rating Levels	
		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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 <u>2</u> 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 <u>1</u> 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 <u>2</u> 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 <u>1</u> 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 <u>1</u> 2</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.	
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 <u>1</u> 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 <u>1</u> 2	
		Sub-Total	Rating
Criterion 3.2 Summary		9 / 18	
		Rating Levels	
		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 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		To High Level
Criterion 3.3 Summary		Sub-Total	Rating	
		4 / 5		
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2		

Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.			
Indicator	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 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 Approaching Quality: 20-29 Not Representing Quality: 0-19	/ 38	
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	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	18 / 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		100 / 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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 <u>2</u></p>	
<p>Criterion 1.1 Summary</p>		<p>Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 10 / 16</p>
		<p>Rating</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	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

<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>Differentiated practices.</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>Print + digital libraries</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>many modalities print + digital</p>
<p>Rating Levels</p>		<p>Sub-Total</p>	<p>Rating</p>
<p>Criterion 1.2 Summary</p>		<p>14 / 17</p>	
<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>			

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33 Approaching Quality: 17 - 26 Not Representing Quality: 0 - 16	<i>BB</i> / 33	
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	"Sign posts" 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		Rating Levels		Sub-Total
		Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8		10 / 16
		Rating		

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	Sub-Total	Rating
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	14 / 14	Resources for all levels, including ELD. Looks very accessible.

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
<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>Yes! - Many tips, pointers, suggestions in user-friendly formats.</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>Really deepens pedagogical understandings!</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? 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? 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.	
*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 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 1	
		Rating Levels	
Criterion 3.1 Summary		Sub-Total	
		14 / 15	
		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	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>	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	
		Sub-Total	Rating
Criterion 3.2 Summary		18 / 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 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		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! - 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! So many accessible options for multiple modalities & ability levels.

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

Gateway 1 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality	↑
	Approaching Quality	↑
	Not Representing Quality	<input checked="" type="checkbox"/>
Gateway 2 Constructing Knowledge and Student Access		
Exemplifies Quality	↑	
Approaching Quality	↑	
Not Representing Quality	<input checked="" type="checkbox"/>	
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)	Grade(s) Evaluated	8
Publisher	Reviewer	Melissa Harris
My Perspectives		
SARVAS		

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	83 / 33	
2	2.1 Constructing Knowledge	10 / 16	
	2.2 Student Access	11 / 14	
	Gateway 2 Sub-Total	27 / 30	
3	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 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 87 / 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.	<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	
*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.	<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	

<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>Sub-Total</p>	<p>Rating</p>
<p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>		<p>10 / 16</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	

<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>Sub-Total</p>	<p>Rating</p>
<p>Criterion 1.2 Summary</p>		<p>14/17</p>	
<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>			

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

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 - each lesson has suggestions for scaffolds
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	Every unit is on grade-level with supplemental suggestions provided to the teacher
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	

12

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 11 / 14
Rating			

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

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	
		Sub-Total	Rating
Criterion 3.1 Summary		10 / 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	Multiple choice & State Test - state 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>	<p>0 1 2</p> <p>0 1 2</p>	<p>Exit tickets, checks for understanding</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>	<p>No Summatives - Writing tasks are meant to be summatives.</p>
		Sub-Total	Rating
Criterion 3.2 Summary		13 / 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 1	Whole - Small - Individual Groupings	
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	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)	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 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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 increased 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>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>10 / 16</p>
			<p>Rating</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	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	

<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>Rating</p>
<p>Criterion 1.2 Summary</p>		<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>17 / 17</p>

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		

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	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.	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	
		Rating Levels	Rating
Criterion 3.1 Summary		Sub-Total	
		14 / 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	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 monitoring Not a lot of monitoring openly 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.	<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	Data-driven Assessments - A plus!
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
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	Print + digital, many learning strategies + supports
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?			Not a lot of connections for lived experiences.
		Sub-Total		Rating
Criterion 3.3 Summary		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 <u>data</u> is not <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	<table border="1"> <tr> <td data-bbox="332 819 373 1192">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="373 819 414 1192">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="414 819 470 1192">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	33 / 38	
Exemplifies Quality: 30-38						
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 and Intentional Design
	Approaching Quality	↑		Approaching 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	1.1 Text Quality and Complexity	8 / 16	
	1.2 Alignment to the Standards	16 / 17	
	Gateway 1 Sub-Total	18 / 33	
2	2.1 Constructing Knowledge	8 / 16	
	2.2 Student Access	7 / 14	
Gateway 2 Sub-Total		15 / 30	
3	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			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.			Total Score
			54 / 101

18
 21 / 38
 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.	<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	
*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.	<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	

<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>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>8/16</p>
		<p>Rating</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 <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 <u>1</u> 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 <u>1</u> 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 <u>2</u> 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 <u>1</u> 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>Rating Levels</p>		<p>Sub-Total</p>	<p>Rating</p>
<p>Criterion 1.2 Summary</p>		<p>10/17</p>	
<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</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		
*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		
		Sub-Total	Rating	
Criterion 2.1 Summary		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	30	Gateway 2 Points Achieved	Gateway 2 Rating				
	<table border="1"> <tr> <td data-bbox="686 1186 740 1656">Exemplifies Quality: 24-30</td> <td data-bbox="686 800 846 1186" rowspan="3">/ 30</td> </tr> <tr> <td data-bbox="740 1186 794 1656">Approaching Quality: 16-23</td> </tr> <tr> <td data-bbox="794 1186 846 1656">Not Representing Quality: 0-15</td> </tr> </table>	Exemplifies Quality: 24-30	/ 30	Approaching Quality: 16-23	Not Representing Quality: 0-15		
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?	0.24	
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?	0.4	
Criterion 3.1 Summary		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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 <u>2</u> 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 <u>1</u> 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 <u>2</u> 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 <u>1</u> 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 <u>1</u> 2</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.

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

Sub-Total

9/18

Rating

Materials are designed for each child's regular and active participation in grade-level content.			
Indicator	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 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 <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	variety of cultures present in passages
Criterion 3.3 Summary		Sub-Total	Rating
		3 / 5	
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	

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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating			
38	<table border="1"> <tr> <td data-bbox="1250 525 1299 1008">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1201 525 1250 1008">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1153 525 1201 1008">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	 / 38	
Exemplifies Quality: 30-38						
Approaching Quality: 20-29						
Not Representing Quality: 0-19						
Gateway 3 Comments						

Total
75

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	→	Exemplifies Quality	→
Approaching Quality	→	Approaching Quality	→	Approaching Quality	→
Not Representing Quality	<input checked="" type="checkbox"/>	Not Representing Quality	<input checked="" type="checkbox"/>	Not Representing Quality	<input checked="" type="checkbox"/>

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

Review Summary

Gateway		Criterion	Score	Rating
1	Text Quality 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	
Gateway 2 Sub-Total		/ 30		
2	Constructing Knowledge and Student Access			
	3.1 Teacher Supports		/ 15	
	3.2 Assessment		/ 18	
	3.3 Student Supports		/ 5	
3	Teacher and Student Supports, Assessment, and Intentional Design			
	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.			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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4 2</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4 2</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4 2</p>	<p>Still pushing way over launch and time limits for CFA's on text</p>

<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 <u>2</u></p>	<p><i>From engage → memo</i></p>
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p><i>14 / 16</i></p>	<p>Rating</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	Nothing specific just basic kayan
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	Love the planning out timeline

<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 2</p>	<p>Not obvious</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 2</p>	<p>Visually pleasing</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 2</p>	<p>Visually pleasing</p>
<p>Criterion 1.2 Summary</p>	<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Rating Levels</p>	<p>Sub-Total</p>
		<p>Rating</p>	
		<p>15 / 17</p>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33 Approaching Quality: 17 - 26 Not Representing Quality: 0 - 16	29 / 33	
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 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 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 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 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 4	LOVE
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	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	Text levels/complexity not listed
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
 Exemplifies Quality: 11-14
 Approaching Quality: 8-10
 Not Representing Quality: 0-7

Sub-Total
 13 / 14

Rating

**Gateway 2
Points Available**

Rating Levels

Exemplifies Quality: 24-30
 Approaching Quality: 16-23
 Not Representing Quality: 0-15

30

**Gateway 2
Points Achieved**

29 / 30

Gateway 2 Rating

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
<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>A lot of support</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? 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? 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.		
*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 0 2 4		N/A
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 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**

Indicators

*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.

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

Guiding Questions

Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?

Score

0 2 4

Comments

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?

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?

Rating Levels

Sub-Total

Rating

Criterion 3.2 Summary

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 Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total 5 / 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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p>Assessments / Assignments online</p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p>They do</p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p>Absolutely!</p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>Everything seems to be online</p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p>The opportunity for self learning is there</p>

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating			
38	<table border="1"> <tr> <td data-bbox="1250 556 1299 1039">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1193 556 1250 1039">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1144 556 1193 1039">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	37 / 38	
Exemplifies Quality: 30-38						
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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

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



Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality 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	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	/ 16	
	2.2 Student Access	/ 14	
Gateway 2 Sub-Total	20 / 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	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.

89

Total Score / 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4 4</p>	<p>Comprehensive, culture, high-interest</p>
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4 4</p>	

<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 <input checked="" type="radio"/> 2</p>	<p><i>Good ranges on Lexiles</i></p>
<p>Criterion 1.1 Summary</p>	<p>Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 10 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p>10 / 17</p>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1252 562 1317 1066">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1187 562 1252 1066">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1122 562 1187 1066">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	<i>32</i> / 33	<i>Really like the text choice</i>
Exemplifies Quality: 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		
*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 badging	
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 <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 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	Rating
		Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	10 / 14

Gateway 2	Rating Levels	Gateway 2	Gateway 2 Rating
Points Available	Exemplifies Quality: 24-30 Approaching Quality: 16-23 Not Representing Quality: 0-15	Points Achieved	
30		20 / 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 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
<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? 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? 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.		
*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 2		
	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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	<p>Offers suggestions</p>
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</p>	<p>Multiple assessments</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.

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**

Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?

Rating Levels

Sub-Total

Rating

Criterion 3.2 Summary

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	Maybe hot 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	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	Scores online, reads Activities galore
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	Straight forward
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	Data trackers Need for feedback Need support
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
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	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.

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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	Study Sygne	Grade(s) Evaluated	8
Publisher	McGraw Hill	Reviewer	Sheri Kisselbach

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality 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	2.2 Student Access	/ 14	
	Gateway 2 Sub-Total	/ 30	
	3.1 Teacher Supports	/ 15	
3	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	71

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	Student workbook - HUGE -
*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	

<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 2</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 10 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	<p>No room to write. No scaffolding</p>
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	<p>6-Traits writing is long gone.</p>
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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 style="text-align: center;">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 style="text-align: center;">1</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 style="text-align: center;">1</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>6 / 17</p>	<p>Rating</p> <p>Horrible</p>
		<p>Books workbooks HMGS editions Teacher yuck!</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
<p>2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.</p>	<p>Are texts within units organized cohesively around topics/themes to build student knowledge?</p>	<p>0 1 2</p>	
<p>*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.</p>	<p>Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?</p>	<p>0 2 4</p>	
<p>*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).</p>	<p>Do culminating tasks integrate reading, writing, speaking, and listening?</p>	<p>0 2 4</p>	
<p>2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.</p>	<p>Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?</p>	<p>0 1 2</p>	<p>No scaffold - No instruction - Just write ... Hate this</p>
<p>*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.</p>	<p>Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??</p>	<p>0 2 4</p>	<p>if looks like its scaffolded, but where is the instruction?</p>
<p>Criterion 2.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>10 / 16</p>	<p>Rating</p>

**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	not written
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	B / 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
<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 <input type="radio"/> 2 <input checked="" type="radio"/> 4</p>	<p>Not Writing</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 <input type="radio"/> 1 <input checked="" type="radio"/> 2</p>	<p>Huge - ridiculous where does it talk a teacher through a lesson</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? Does the content or course connect to previous and upcoming content or courses?</p>	<p>0 <input type="radio"/> 1 <input checked="" type="radio"/> 2</p>	<p>How do you play a story to kids</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? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 <input type="radio"/> 1 <input checked="" type="radio"/> 2</p>	<p>Not</p>

**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

How to turn on story?

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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

<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? 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? 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>14/18</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>		
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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	
<p>3w. Materials are available in a digital platform that support a student's individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating			
38	<table border="1"> <tr> <td data-bbox="1266 556 1315 1018">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1209 556 1258 1018">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1161 556 1209 1018">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	 / 38	
Exemplifies Quality: 30-38						
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"/>		Not Representing Quality	<input checked="" type="checkbox"/>

Title of Material(s)	<i>Study Sync</i>		Grade(s) Evaluated	<i>4</i>
Publisher	<i>McGraw Hill</i>		Reviewer	<i>Sylvia Ryan</i>



Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality 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	Constructing Knowledge and Student Access		
	2.2 Student Access	12 / 14	
	Gateway 2 Sub-Total	26 / 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	5 / 5	
	3.4 Intentional Design	18 -	
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	98 / 101
Final Rating	

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
<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? 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? 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.		
*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?	0 1 1		
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		
	Rating Levels	Sub-Total	Rating	
Criterion 3.1 Summary		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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	<p>?</p> <p>edit opportunities</p>
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

<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>17 / 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 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	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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p>Stories Assessments online</p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p>Talking + sharing opportunities</p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p>Colorful opportunities to talk & share ideas</p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>guidance on directions on diff ideas</p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p>? are the online stories differentiated Ex: lexiles word count</p>

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

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

Review Summary

Gateway	Criterion	Score	Rating
1	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	2.2 Student Access	/ 14	
	Gateway 2 Sub-Total	/ 30	
	3.1 Teacher Supports	/ 15	
3	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

~~85~~ / 101

86

Not recommended (r.t.)
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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4 4</p>	<p>Very high, rigorous</p>
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4 4</p>	<p>Thorough</p>
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2 2</p>	<p>Yes, but mostly through the supplements!</p>
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4 4</p>	<p>If all students were on grade - yes</p>

<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 <u>2</u></p>	<p><i>w/ supplemental</i></p>
<p>Criterion 1.1 Summary</p>	<p>Rating Levels Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total 13/ 16</p>	<p>Rating</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 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	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 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 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	

<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><i>Great material resources</i></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><i>Although hard to get interest levels up moving from text</i></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><i>Bland boring</i></p>
<p>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p><i>16 / 17</i></p>	

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	
<p>2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.</p> <p>*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.</p>	<p>Are texts within units organized cohesively around topics/themes to build student knowledge?</p> <p>Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?</p>	<p>0 1 2</p> <p>0 2 4</p>		
<p>*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).</p> <p>2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.</p>	<p>Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?</p> <p>Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?</p>	<p>0 1 2</p> <p>0 2 4</p>		
<p>*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.</p>	<p>Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??</p>	<p>0 2 4</p>	<p>Do not see any timing features</p>	
<p>Criterion 2.1 Summary</p>		<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>12 / 16</p>	<p>Rating</p>

**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 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	→
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	NONE SPECIFIC MORE NON INTEREST

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	24 / 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
<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>Language access</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>Basic...</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? 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? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 1 2</p>	<p>I don't see it but want to assume since it was said</p>

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	Rating Levels	Sub-Total	Rating
	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	
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	NA
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	NA 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

~~NA~~

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

~~NA~~

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?

Rating Levels

Exemplifies Quality: 14-18
Approaching Quality: 10-13
Not Representing Quality: 0-9

Sub-Total

~~15~~
18

Rating

Criterion 3.2 Summary

*Reserved
for ONLINE*

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	<table border="1"> <tr> <td data-bbox="1266 535 1323 1018">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1209 535 1266 1018">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1161 535 1209 1018">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	<table border="1"> <tr> <td data-bbox="1161 1018 1323 1396">33 / 38</td> </tr> </table>	33 / 38	
Exemplifies Quality: 30-38							
Approaching Quality: 20-29							
Not Representing Quality: 0-19							
33 / 38							
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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4 4</p>	<p>Yes - New! I got you</p>
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4 4</p>	

<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 <u>1</u> <u>2</u></p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>10 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">14 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33 Approaching Quality: 17 - 26 Not Representing Quality: 0 - 16	/ 33	
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 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	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	13 / 14	
Not Representing Quality: 0-7			

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
<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 <u>4</u></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 <u>2</u></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? Does the content or course connect to previous and upcoming content or courses?</p>	<p>0 1 <u>2</u></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? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?</p>	<p>0 1 <u>2</u></p>	

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	Rating
		Exemplifies Quality: 12-15 Approaching Quality: 8-11 Not Representing Quality: 0-7	Sub-Total 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	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.

<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? 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 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? 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 1</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>13 / 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>		
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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	

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 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)	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	16 / 16	
	1.1 Text Quality and Complexity	16 / 16	
	1.2 Alignment to the Standards	16 / 17	
	Gateway 1 Sub-Total	32 / 33	
2	2.1 Constructing Knowledge	16 / 16	
	2.2 Student Access	14 / 14	
	Gateway 2 Sub-Total	30 / 30	
	3.1 Teacher Supports	15 / 15	
3	3.2 Assessment	18 / 18	
	3.3 Student Supports	5 / 5	
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	38 / 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)	

<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 <u>2</u></p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>16 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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 <u>1</u> 2</p>	<p><i>gestural?</i></p>
<p>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p><i>16/17</i></p>	

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 <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 <u>4</u>	
<p>Criterion 2.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p><u>16</u> / 16</p>	<p>Rating</p>

**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 Approaching Quality: 16-23 Not Representing Quality: 0-15	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 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
<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? 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? 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.		
*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?		1	References online resources
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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 (4)</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 (2)</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 (4)</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 (2)</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 (2)</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.

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

Exemplifies Quality: 14-18
Approaching Quality: 10-13
Not Representing Quality: 0-9

Rating Levels

Sub-Total

Rating

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	Yes, there are lots of prompts/questions to bring in life experiences	
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 Approaching Quality: 20-29 Not Representing Quality: 0-19	37 / 38	
Gateway 3 Comments			

51

Text Quality and Complexity and Alignment to the Standards	Gateway 1		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
	→	→	→	→	
	→	→	→	→	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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

Review Summary

Gateway	Criterion	Score	Rating
1	1.1 Text Quality and Complexity	/ 16	7
	1.2 Alignment to the Standards	/ 17	8
	Gateway 1 Sub-Total	/ 33	(15)
	2.1 Constructing Knowledge	/ 16	6
2	2.2 Student Access	/ 14	12
	Gateway 2 Sub-Total	/ 30	(18)
	3.1 Teacher Supports	/ 15	8
	3.2 Assessment	/ 18	6
3	3.3 Student Supports	/ 5	4
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	/ 38	(18)
	Total Score	/ 101	(51)
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.			

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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 <u>2</u> 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 <u>2</u> 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 <u>2</u></p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 <u>2</u> 4</p>	

<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 Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p>/ 16</p>	<p>1</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 <u>1</u> 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 <u>1</u> 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 <u>1</u> 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 <u>1</u> 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 <u>2</u>	

<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 <u>1</u> 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><u>0</u> 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 <u>2</u></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>1 / 17</p>	<p>Rating</p> <p>8</p>

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	1A
	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
<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? 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? 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.

*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

Exemplifies Quality: 12-15
Approaching Quality: 8-11
Not Representing Quality: 0-7

Sub-Total

1 / 15

Rating

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?

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?

3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.

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? Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	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 routines and guidance that point out opportunities for students to monitor their learning progress?	0 (1)		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 (1)	yes	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only		
3r. Materials provide guidance and support strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.				
Criterion 3.3 Summary		Rating Levels Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	Sub-Total 4 / 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	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	138	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	<input checked="" type="checkbox"/>	Not Representing Quality		<input checked="" type="checkbox"/>

Title of Material(s)		Grade(s) Evaluated	
Publisher		Reviewer	
HMH		Suzie Ryan	

Review Summary

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

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	
*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.	<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	

<p>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.</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 <u>2</u></p>	
<p>Rating Levels</p>		<p>Sub-Total</p>	<p>Rating</p>
<p>Criterion 1.1 Summary</p>		<p>10 / 16</p>	
<p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</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	

<p>k. 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>Sub-Total</p>	<p>Rating</p>
<p>Criterion 1.2 Summary</p>		<p><i>16</i> / 17</p>	<p>Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>

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

Gateway 2: Constructing Knowledge and Student Access

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

Indicators

2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.

*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.

*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).

2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.

*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.

Criterion 2.1 Summary

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

Guiding Questions

Are texts within units organized cohesively around topics/themes to build student knowledge?

Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?

Do culminating tasks integrate reading, writing, speaking, and listening?

Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?

Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??

Score

0 1 2

0 2 4

0 2 4

0 1 2

0 2 4

Comments

Rating Levels

Exemplifies Quality: 13-16
Approaching Quality: 9-12
Not Representing Quality: 0-8

Sub-Total

14 / 16

Rating

**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	12	14

**Gateway 2
Points Available**

Rating Levels

**Gateway 2
Points Achieved**

Exemplifies Quality: 24-30	/ 30
Approaching Quality: 16-23	
Not Representing Quality: 0-15	

Gateway 2 Rating

Gateway 2 Comments

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
*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.	
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? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4	
f. 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	
		Sub-Total	Rating
Criterion 3.1 Summary		15 / 15	
		Rating Levels	
		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.	<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	
		Sub-Total	Rating
Criterion 3.2 Summary		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 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 Approaching Quality: 20-29 Not Representing Quality: 0-19	/ 38	
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 <input checked="" type="checkbox"/>	Not Representing Quality <input checked="" type="checkbox"/>	Not Representing Quality <input checked="" type="checkbox"/>

Title of Material(s)	Study Sync	Grade(s) Evaluated	6
Publisher	McGraw Hill	Reviewer	Stacy Johnston

Review Summary

Gateway

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	
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

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	
*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.	<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	

<p>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.</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 <u>12</u></p>	
<p>Criterion 1.1 Summary</p>		<p>Sub-Total</p> <p><u>16</u> / 16</p>	<p>Rating</p>
<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</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	

<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><i>graphic organizers</i></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 / 17</p>
		<p>Rating</p>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="276 1165 341 1669">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="341 1165 406 1669">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="406 1165 462 1669">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	/ 33	
Exemplifies Quality: 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	
*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	Love it! Word Sentence frames Banks
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? 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	
		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.	<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		Sub-Total	Rating
		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>	<i>✓ list</i>	
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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p><i>Digital guide stories online</i></p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p><i>help set goals thru data tracking</i></p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p><i>opportunities to talk w/ each other</i></p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>diff lexites <i>provides a guide book</i></p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p><i>diff lexites data tracking</i></p>

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 <input checked="" type="checkbox"/>	Not Representing Quality <input checked="" type="checkbox"/>	Not Representing Quality <input checked="" type="checkbox"/>

Title of Material(s)	Grade(s) Evaluated	5 th Coth
Publisher	Reviewer	Stacy Johnston

Review Summary

Gateway

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	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	? leave

<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>no lexile given?</p>
<p>Criterion 1.1 Summary</p>		<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>13 / 16</p>
		<p>Rating</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	

<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>Sub-Total</p>
<p>Criterion 1.2 Summary</p>		<p>17 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="266 1186 337 1690">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="337 1186 409 1690">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="409 1186 456 1690">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	/ 33	
Exemplifies Quality: 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. <i>ensure</i>	Are texts within units organized cohesively around topics/themes to build student knowledge?	0 <u>1</u> 2	<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 <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	
		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	Dok's 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	Exemplifies Quality

Gateway 2 Points Available	30	Gateway 2 Points Achieved	14	Gateway 2 Rating	Exemplifies Quality
Rating Levels		Gateway 2 Points Achieved		Gateway 2 Rating	
Exemplifies Quality: 24-30		14 / 30		Exemplifies Quality	
Approaching Quality: 16-23					
Not Representing Quality: 0-15					
Gateway 2 Comments					
<p>Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.</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 adqutely 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 adqutely 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 adqutely met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 1: 10

118
+ 25
143

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 adqutely 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"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adqutely 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 adqutely 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 adqutely 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 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 adqutely 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"/>	Total Points
1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adqutely 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 adqutely 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 adqutely 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 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 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:						

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 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 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:						

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 adquetly 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 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 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 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:						

3.3. 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 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 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 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 adquetly 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"/> <i>no</i>	<input checked="" type="checkbox"/> <i>yes</i>	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:

no work book, better when change to work books 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 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
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.

+111
+10
121

	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)	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
1.2. Materials include guidance to provide small group, differentiated instruction to students struggling with reading development.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Total Points Section 1:					8	
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.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.2. Materials provide students extensive opportunities to encounter and comprehend grade-level text.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.3. Materials incorporate texts that require a careful and purposeful reading and re-reading.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.6. Materials contain questions and tasks that require students to use text-based evidence (including making inferences).	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.7. Material cultivates student engagement in reading text carefully.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.8. Texts provide opportunity for students to build knowledge through reading and extended discussion	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points

2.9. Materials include questions and tasks that require students to analyze information and evidence focused on the meaning of texts.

Support your Rating:

<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

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"/>
1. The criterion was not met.	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

2.11. 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"/>
1. The criterion was not met.	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

2.12. 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"/>
1. The criterion was not met.	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

2.13. 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"/>
1. The criterion was not met.	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 2:

58

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 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

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"/>
1. The criterion was not met.	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

3.3. 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"/>
1. The criterion was not met.	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. 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"/>
1. The criterion was not met.	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 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 adquely 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 adquely 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 adquely 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 adquely 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 adquely 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 adquely 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 adquely 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 adquely 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 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 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 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 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 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 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 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:

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points 5
Support your Rating:	Academic Vocab., practice pages, foundation skills					
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:	variety of places + ways to practice very clear steps					
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 4
Support your Rating:	text may not be comprehensible yet due to vocab background					
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 3
Support your Rating:	many are unable to access due to higher level					
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"/>	Total Points 3
Support your Rating:	specific tasks, too much for one week disoriented					
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 3
Support your Rating:	Materials too high + unaccessible					
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 3
Support your Rating:	too much in too little time					
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 3
Support your Rating:	too many options for the time - won't use					
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 3
Support your Rating:	Students aren't able to comprehend independently overwhelming					
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 3
Support your Rating:	too much in too little time, unfocused					

7/30/23
+1/17

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 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:

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.

<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:

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.

<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:

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.

<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:

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.

<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:

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.

<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:

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.

<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:

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.

<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:

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.

<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:

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 adquetly 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 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 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 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 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 adquetly 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 adquetly 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 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: 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 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 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 adquetly 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.

<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:

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: Very rigorous 1st week no chance to teach writing before they are researching to present

4. The content is aligned with speaking and listehing 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 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:

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.	

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.

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.	

5.2. 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:

22

Total Points Section 1-5:

<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating: <i>Starts out complex and rigorous</i></p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 2:						<i>45</i>
3. Writing development and skills						
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<p>3.4. Materials include activities that provide opportunities to write routinely over extended time frames (lime 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 3:						<i>17</i>

**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"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Missing student workbooks!				
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:					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"/>
	1. The criterion was not met.	2. The criterion 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:					
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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Missing leveled readers to increase independent reading hard copies of level				
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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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
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.

<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:

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.

<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 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:

starting out writing higher in Module 1, does need more scaffolding up.

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

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:

<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: 8

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 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 checked="" 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:					
1.2. 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 adquetly 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"/>
	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 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:					
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"/>
	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 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: 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"/>	<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:					
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 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 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:					
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 adquetly 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: Into Reading - Grade 5

Publisher: HM Lt

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.	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 adquetly 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 adquetly 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 adquetly 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 missily 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: <i>in two seperate books.</i>						
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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating: <i>seemed to not be in every lesson.</i>						
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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	1
Support your Rating: <i>unable to find any.</i>						
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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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.

1	2	3	4	5	Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
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.	

Support your Rating:

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"/>	4
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.	

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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.	

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
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.	

Support your Rating:

Total Points Questions 1-5:

15

126

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 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:

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"/>	<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 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.

<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:

5.2. 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 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:

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).

<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 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:

5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).

<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 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:					Total Points
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:					Total Points
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:					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.	<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
2.5. 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:					Total Points
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:					Total Points
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:					Total Points
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:					Total Points

**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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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)	1. The criterion was not met.	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:	only in student book					
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 I:						5
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.	1. The criterion was not met.	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
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 and 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

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.

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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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.	
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
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.	
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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
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.	
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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.	
Vocab words not highlighted in text. Students doesn't have a model of how its 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 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"/>	
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.	
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"/>	
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.	
5.6. Materials include instruction for students to understand word relationships and nuances in word meanings (shades of meaning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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 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 adquetly 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.	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.	5

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.	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.	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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
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.	20

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.	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.	2

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.	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.	13

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.

<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: *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.

<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. 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 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.

<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. 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:

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 slammered) 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

521

<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>						
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>						
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Total Points</p>
<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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	<input type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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.

1	2	3	4	5	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 adquetly 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 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 adquetly 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.

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 adquetly 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.

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 adquetly 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.

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

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 adquetly 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 sepeerate 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 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 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: 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 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 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 adquetly 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 adquetly 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 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 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:						
3.4. 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 adquetly 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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>text complexity jumps from week to week</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"/>
	1. The criterion was not met.	2. The criterion 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 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.	<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 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>3</i>					

**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.

8/28/23
9:21
4

	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)	1. The criterion was not met.	2. The criterion 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.	1. The criterion was not met.	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	<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.	1. The criterion was not met.	2. The criterion 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.	1. The criterion was not met.	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.	1. The criterion was not met.	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.	1. The criterion was not met.	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.	1. The criterion was not met.	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).	1. The criterion was not met.	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.	1. The criterion was not met.	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	1. The criterion was not met.	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:						

2.9. 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"/>
1. The criterion was not met.	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

2.10. 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"/>
1. The criterion was not met.	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

2.11. 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"/>
1. The criterion was not met.	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

2.12. 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"/>
1. The criterion was not met.	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

2.13. 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"/>
1. The criterion was not met.	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 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"/>
1. The criterion was not met.	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

Scope + sequence has material but no direction on Product
Could not find.

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"/>
1. The criterion was not met.	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

3.3. 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"/>
1. The criterion was not met.	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. 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"/>
1. The criterion was not met.	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 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 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 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:						
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 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 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:						
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 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 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:						
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 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 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:						
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: 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.	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.

12/6
148
✓

1	2	3	4	5	Total Points
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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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"/>	Total Points
1. The criterion was not met.	2. The criterion 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 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:

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:

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.

<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:

Folktales / Constitution & New Nation

6/2

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 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 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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:

1/6

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 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.	<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 adquetly 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 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 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>30</i>

Support your Rating:

Total Points Questions 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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						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 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 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:						
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 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 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:						
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 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 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:						
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 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 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:						
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: *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.	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.	<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.	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.	<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.	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.	<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.	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.	<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.	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.	<i>30</i>

Support your Rating:

Total Points Questions 1-5:	<i>22</i>
------------------------------------	-----------

**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 checked="" type="checkbox"/>	<input 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)	1. The criterion was not met.	2. The criterion 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.	1. The criterion was not met.	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:						9
2. Reading comprehension for literary and informational texts and text complexity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
2.1. The text and text complexity are appropriate for the reading level of students.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was 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.	1. The criterion was not met.	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.	1. The criterion was not met.	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.	1. The criterion was not met.	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.	1. The criterion was not met.	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).	1. The criterion was not met.	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.	1. The criterion was not met.	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	1. The criterion was not met.	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:						

93
19
119

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.

<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:

31
14

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 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 wish there were more certain standards were revisited more

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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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 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:

18

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 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						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 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 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.	

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 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 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: *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 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: *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 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 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:					
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"/>
	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:					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"/>
	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 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:					
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 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"/>
	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 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:					
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 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 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:					
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"/>
	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:					

109
157
126
121



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 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:

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 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 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:

5.3. 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 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 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:

5.5. 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 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 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:

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 adquetly met.	The criterion was substantially met.	The criterion was completely met.	
Title: <i>Wonders</i>					
Publisher: <i>McGraw Hill</i>					
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: <i>Very quick intro to Greek/Latin Roots. Not enough in-depth instructional materials will need supplement</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 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: <i>Lessons jump between standards. Not in-depth for teaching 1 standard at a time</i>					
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.	
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 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:					<i>17</i>

OSI
~~FLC~~
 17/1
 (FLI)

**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:	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"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	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:	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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 rdg 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 + consummable 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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					

<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating: <i>genres</i></p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating: <i>graphic organizers - w/ focus</i></p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating: <i>shared, paired, anchor</i></p>	1. The criterion was not met.	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:						<i>65</i>
3. Writing development and skills						
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	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:						<i>20</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 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 adquetly 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 adquetly 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						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 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 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:						
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 adquetly 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 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 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:						
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 adquetly 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

12/28/23
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.

1	2	3	4	5	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 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.

1	2	3	4	5	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 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.

1	2	3	4	5	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 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.

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 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.

1	2	3	4	5	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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Questions 1-5:

20

109
17
17
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 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:

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: 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	Total Points
1. The criterion was not met.	2. The criterion 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 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 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:

<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points Section 2:						73
3. Writing development and skills						
<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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
<p>Support your Rating:</p>	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.	
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
<p>Support your Rating:</p>	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Total Points 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 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 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: *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 adquetly 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 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"/> ← no	<input checked="" type="checkbox"/> ← yes	<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:

17

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"/>		Not Representing Quality	<input checked="" type="checkbox"/>

Title of Material(s)	Study Sygne	Grade(s) Evaluated	6th
Publisher	McGraw Hill	Reviewer	Elizabeth Gales

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality 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	Constructing Knowledge and Student Access		
	2.1 Constructing Knowledge	12 / 16	
	2.2 Student Access	8 / 14	
	Gateway 2 Sub-Total	20 / 30	
3	Teacher and Student Supports, Assessment, and Intentional Design		
	3.1 Teacher Supports	7 / 15	
	3.2 Assessment	12 / 18	
	3.3 Student Supports	2 / 5	
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	21 / 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
44 / 101	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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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 ①</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>11 / 16</p>	<p>Rating</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	

<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 Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>12 / 17</p>	<p>Rating</p>

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
<p>2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.</p>		<p>Are texts within units organized cohesively around topics/themes to build student knowledge?</p>	0 1 2	
<p>*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.</p>		<p>Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?</p>	0 2 4 3	
<p>*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).</p>		<p>Do culminating tasks integrate reading, writing, speaking, and listening?</p>	0 2 4	
<p>2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.</p>		<p>Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?</p>	0 1 2	
<p>*2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.</p>		<p>Do the requirements of the lessons seem practical for teachers and students to complete in the GESD learning block??</p>	0 2 4	
<p>Criterion 2.1 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>12/16</p>	

**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

9 / 14

Rating

**Gateway 2
Points Available**

Rating Levels

Exemplifies Quality: 24-30
 Approaching Quality: 16-23
 Not Representing Quality: 0-15

30

**Gateway 2
Points Achieved**

20 / 30

Gateway 2 Rating

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
<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? 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? 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.		
*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?	0	1	
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 <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 <u>1</u> / <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

24 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		Stories - Yes Visuals - no
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	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
<p>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.</p>	<p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?</p>	<p>Narrative Evidence Only</p>	<p>Yes</p>
<p>3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.</p>	<p>Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?</p>	<p>Narrative Evidence Only</p>	<p>No</p>
<p>3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.</p>	<p>Does the visual design support student learning and engagement?</p>	<p>Narrative Evidence Only</p>	<p>Yes</p>
<p>3v. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?</p>	<p>Narrative Evidence Only</p>	<p>Yes</p>
<p>3w. Materials are available in a digital platform that support a students individual path for learning?</p>	<p>Do the materials support student paths for learning?</p>	<p>Narrative Evidence Only</p>	<p>Yes</p>

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			

Handwritten signature

Handwritten checkmark

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"/>	Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	<i>My Perspectives</i>	Grade(s) Evaluated	<i>6th</i>
Publisher	<i>Savvas</i>	Reviewer	<i>Elizabeth Galles</i>

Review Summary

Gateway	Criterion	Score	Rating
1	Text Quality and Alignment to the Standards	12 / 16	
	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	11 / 14	
	2.1 Constructing Knowledge	12 / 16	
	2.2 Student Access	11 / 14	
Gateway 2 Sub-Total		23 / 30	
3	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

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
15101	App. 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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 (2) 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 (2) 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 (2) 4</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 (4) 4</p>	

<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 2</p>	
<p>Criterion 1.1 Summary</p>	<p>Rating Levels</p> <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>12 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 1 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 1 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 2 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 1 2</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>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>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>1</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>12 / 17</p>	<p>Rating</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1271 562 1333 1056">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1206 562 1271 1056">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1144 562 1206 1056">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	<i>24</i> / 33	<p><i>Not enough space for student practice on all</i></p>
Exemplifies Quality: 27 - 33						
Approaching Quality: 17 - 26						
Not Representing Quality: 0 - 16						
Gateway 1 Comments						
<p><i>the skills, just practice suggestions.</i></p>						

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	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 <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 1 ^{EA} 2	There a 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 ^{EA} 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> <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> 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
<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? 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? 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.	
*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 (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
<p>*3g. Assessments are included and aligned to the Arizona Academic Standards for English Language Arts.</p>	<p>Do the materials identify the Arizona State Standards for English Language Arts being assessed for all assessment types?</p>	<p>0 2 4</p>	
<p>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.</p>	<p>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?</p>	<p>0 1 2</p>	
<p>*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.</p>	<p>Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?</p>	<p>0 2 4</p>	
<p>3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p>	<p>Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?</p>	<p>0 1 2</p>	
<p>3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.</p>	<p>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?</p>	<p>0 1 2</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.

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

Sub-Total

14 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		
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 Ltn graders.	
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	25/5	

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	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	<table border="1"> <tr> <td data-bbox="1274 535 1307 1018">Exemplifies Quality: 30-38</td> </tr> <tr> <td data-bbox="1218 535 1274 1018">Approaching Quality: 20-29</td> </tr> <tr> <td data-bbox="1161 535 1218 1018">Not Representing Quality: 0-19</td> </tr> </table>	Exemplifies Quality: 30-38	Approaching Quality: 20-29	Not Representing Quality: 0-19	30 / 38	
Exemplifies Quality: 30-38						
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	<input checked="" type="checkbox"/>		Not Representing Quality	<input checked="" type="checkbox"/>	

Title of Material(s)	1 Job Literature	Grade(s) Evaluated	7/8
Publisher	HMH	Reviewer	Daniel Hazelton

Review Summary

Gateway	Criterion	Score	Rating
1	1.1 Text Quality and Complexity	/ 16	15
	1.2 Alignment to the Standards	/ 17	16
	Gateway 1 Sub-Total	/ 33	31
	2.1 Constructing Knowledge	/ 16	14
2	2.2 Student Access	/ 14	14
	Gateway 2 Sub-Total	/ 30	28
	3.1 Teacher Supports	/ 15	14
3	3.2 Assessment	/ 18	18
	3.3 Student Supports	/ 5	5
	3.4 Intentional Design	-	
	Gateway 3 Sub-Total	/ 38	37

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	98

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	

<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 Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total / 16</p>	<p>Rating 15</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 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	
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	

<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 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 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 2</p>	
<p>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>1 / 17</p>	<p>Rating</p> <p>16</p>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating			
33	<table border="1"> <tr> <td data-bbox="1255 558 1310 1060">Exemplifies Quality: 27 - 33</td> </tr> <tr> <td data-bbox="1192 558 1255 1060">Approaching Quality: 17 - 26</td> </tr> <tr> <td data-bbox="1143 558 1192 1060">Not Representing Quality: 0 - 16</td> </tr> </table>	Exemplifies Quality: 27 - 33	Approaching Quality: 17 - 26	Not Representing Quality: 0 - 16	/ 33	31
Exemplifies Quality: 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		
*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	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 2 4 2	
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	/ 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
<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? 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? 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.	
*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 0 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	14

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
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
2

Criterion 3.2 Summary

Exemplifies Quality: 14-18
Approaching Quality: 10-13
Not Representing Quality: 0-9

Rating Levels

Sub-Total

Rating

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? Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 1 2		
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	0 1 1		
3p. Materials provide opportunities for students to monitor their own learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1 1		
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) 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
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.				
Criterion 3.3 Summary		Rating Levels	Sub-Total	Rating
		Exemplifies Quality: 4-5 Approaching Quality: 3 Not Representing Quality: 0-2	15	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			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	6 th
Publisher	Savvas	Reviewer	Shir Ryan

Review Summary

Gateway		Criterion	Score	Rating		
1	Text Quality 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		Constructing Knowledge and Student Access			
		2.1 Constructing Knowledge	/ 16	8		
		2.2 Student Access	/ 14	7		
		Gateway 2 Sub-Total	/ 30	15		
3		Teacher and Student Supports, Assessment, and Intentional Design				
				3.1 Teacher Supports	/ 15	8
				3.2 Assessment	/ 18	9
				3.3 Student Supports	/ 5	4
		3.4 Intentional Design	-			
		Gateway 3 Sub-Total	/ 38	21		
Overall Rating		Total Score	/ 101	53		

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
<p>*1a. Anchor texts are of high quality and consider a range of student interests.</p>	<p>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?</p>	<p>0 2 4</p>	
<p>*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.</p>	<p>Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?</p>	<p>0 2 4</p>	
<p>1c. Materials reflect the variety of genres required by the standards at each grade level.</p>	<p>Do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p>	<p>0 1 2</p>	
<p>*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>	<p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?</p>	<p>0 2 4</p>	

<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>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p>	<p>Sub-Total</p> <p>8 / 16</p>	<p>Rating</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
<p>1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.</p>	<p>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?</p>	<p>0 <u>1</u> 2</p>	
<p>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.</p>	<p>Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?</p>	<p>0 <u>1</u> 2</p>	
<p>1h. Materials include various writing tasks.</p>	<p>Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?</p>	<p>0 <u>1</u> 2</p>	
<p>1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.</p>	<p>Do the materials include a range of writing modes appropriate for the grade level?</p>	<p>0 1 <u>2</u> 3</p>	
<p>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.</p>	<p>Do materials provide instruction and application opportunities for key academic vocabulary words and skills?</p>	<p>0 <u>1</u> 2</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>Criterion 1.2 Summary</p>	<p>Rating Levels Exemplifies Quality: 14-17 Approaching Quality: 9-13 Not Representing Quality: 0-8</p>	<p>Sub-Total</p>	<p>Rating</p>
		<p>9 / 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			

**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 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"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adquetly 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: <i>has small groups for ELL 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.					<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 adquetly 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:										
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 adquetly 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:										
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 adquetly 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:										
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 type="checkbox"/> 3. The criterion was adquetly 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:										
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 adquetly 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:										
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 adquetly 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:										
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 adquetly 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:										
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"/> 1. The criterion was not met.	<input type="checkbox"/> 2. The criterion was partially met.	<input type="checkbox"/> 3. The criterion was adquetly 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:										

15/21
15/21

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:						602
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"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input 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:					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 adquetly met.	The criterion was substantially met.	The criterion was completely met.

Title: Wonders

Publisher: Mc Graw 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 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:

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:

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 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 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.
					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. 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 adquetly met.	4. The criterion was substantially met.	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). 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 adquetly met.	4. The criterion was substantially met.	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. 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 adquetly met.	4. The criterion was substantially met.	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. 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 adquetly met.	4. The criterion was substantially met.	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). 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 adquetly met.	4. The criterion was substantially met.	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. 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 adquetly met.	4. The criterion was substantially met.	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). 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 adquetly met.	4. The criterion was substantially met.	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). 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
					Total Points 4

Handwritten notes in pink and black ink on the left margin, including "1.1", "1.2", and "1.3" with checkmarks and scribbles.

Handwritten note "BMB" in black ink next to criterion 1.5.

Large handwritten number "31" at the bottom right of the page.

19
31
50

29
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.	

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.	

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.	

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 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:

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.	

Support your Rating:

Total Points Section 1: 30

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 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 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 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 <u>adequately</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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 <u>adequately</u> met.	4. The criterion was <u>substantially</u> 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:	<i>17</i>
------------------------------------	-----------



**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.					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 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.					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 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).					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 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.					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 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.					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 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).					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 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.					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 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).					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 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 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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"/>	<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:						
2.7. 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 adquetly 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 adquetly 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 laught 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	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"/>	<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:						
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 adquetly 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 adquetly 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 type="checkbox"/>	<input 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:						
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 adquetly 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 adquetly 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 adquetly 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 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 adquetly 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 adquetly 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 adquetly 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 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.	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 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 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:

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.	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 adquetly 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 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: <i>tiered by level</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.	
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 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.	
Phonological Awareness						
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime). Support your Rating: <i>progression moves from syllables to more complex</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.	
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 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.	
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 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.	
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 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.	
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 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.	
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 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 CVC words and single syllable words before multisyllabic words). 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 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 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:

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 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 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:

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 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 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:

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 adquetly 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 adquetly 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 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 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:
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 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 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:

2.6. 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 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 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:

2.8. 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 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 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:

2.9. 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 adquetly 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 adquetly 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:
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 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 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:
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 adquetly 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"/>	<input type="checkbox"/>
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 adquetly 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					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Materials facilitate understanding that sentences can be broken into words and compound words can be broken into separate words.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Phonological Awareness					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.3. Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime).	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>A lot of phonics support.</i>					
Phonemic Awareness					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.4. Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.5. Graphemes (letters) are gradually integrated into phonemic awareness instruction as students become more skilled.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
Phonics					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.6. Materials present letter–sound correspondences in an explicit and sequential fashion (for example, potentially confusing letters like b and d are not introduced together, and a few short vowels are introduced early).	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating: <i>Seems to follow our pacing more or less.</i>					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.7. Materials support instruction that teaches students how to blend letters to write/spell and decode words.	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.8. Materials support instruction that teaches students how to write spell and decode common sound–spelling patterns of English in an explicit, sequential fashion (for example, CV, CVC words containing digraphs, and vowel teams).	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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).	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:					

1.10. 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

N/A for 1st grade.

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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"/>	<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.	

1.13. Materials include instruction to teach students to read both regular and irregular high frequency words.	<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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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"/>	<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.	

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 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.	

Partner & decodable reading.

Total Points Section 1:

57

Where are the standards??

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 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.	

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

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"/>	<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.	

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.	

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 adquetly 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 checked="" type="checkbox"/>	<input type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquely 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 adquely met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: 90 leveled rigay 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 adquely 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 adquely 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 adquely 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 adquely met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: TeachingPal.

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 adquely 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 adquely 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 adquely 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: *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 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.	<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.

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 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.

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 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.

1	2	3	4	5	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 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.

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 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:	<i>16</i>
------------------------------------	-----------

✓ *(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 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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.	
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"/>	4
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.	
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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.	
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"/>	4
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.	
Support your Rating: TE / Structured Lit					
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3
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.	
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"/>	4
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.	
Support your Rating: AMH in to Ready					
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 checked="" type="checkbox"/>	<input type="checkbox"/>	4
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.	
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 checked="" type="checkbox"/>	<input type="checkbox"/>	4
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.	
Support your Rating:					
1.9. Materials support instruction that progresses from simple to more complex sound–spelling patterns and word analysis skills (for example, CVC words before CVCC, CCVC, and CVe words and single syllable words before multisyllabic words).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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.	
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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: See Table Top ELO						

23/45

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: Bohannan 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.	<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: SRK TR. Pacur

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 type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	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: SR TR Pacur

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:

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.	<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: HMAH 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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	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

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: <i>Into Reading</i>						
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	4
Support your Rating: <i>Into Reading</i>						
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 adquetly 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 adquetly 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 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:						
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
Support your Rating: <i>Into Reading</i>						
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5
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 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.	<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 adquetly 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 adquetly 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 adquetly 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 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:	<i>22</i>
------------------------------------	-----------

177

Manicela Barrera
 HMH - ¡ 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:

did not see compound 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

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 sound-spelling patterns of English in an explicit and sequential fashion (for example, CV, CVC words containing consonants, and vowel teams).
 Support your Rating:

Needs more individual practice

<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

1.9. 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 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

1.10. 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:

I like how it graphs the picture-word-meaning.

1. The criterion was not met.

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

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 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 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:

2.8. 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 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 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:

2.9. 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 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 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 Section 2: 51

30pts

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 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 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:

3.3. 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 adquetly 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 adquetly 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 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 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:

5.3. 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 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 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:

5.5. 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 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 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 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 adquetly met.	The criterion was substantially met.	The criterion was completely met.

Title: ¡ 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 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.	24

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total Points
Support your Rating: <i>doesnt support all</i>		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.		<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 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).		<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 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.		<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 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.		<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 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).		<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 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.		<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 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).		<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 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 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
Support your Rating:		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: ~~NO~~ ~~NO~~ ~~NO~~ ~~NO~~ N/A

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: found 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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:

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 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 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:

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section 1: ~~10~~ 61

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: Do not see standards w/in lesson

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 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 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:

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 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 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:

2.6. 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 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 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:

2.8. 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 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 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:

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 adquetly 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 Dok 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 adquetly 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 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 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:

3.3. 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 adquetly 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 adquetly 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 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 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:

5.3. 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 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 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:
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 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 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:

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:	<i>20</i>
------------------------------------	-----------

✓ (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 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 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:	Know it Show It Independent Practice Bk				
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 adquetly 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 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:	Small Group Read & Respond Journal				
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Read & Respond Journal				
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 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 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:	Read & Respond Journal, Notes on Rating Pg. My Bk.				
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Read & Respond Journal, Small Groups				
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 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 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:					
2.8. 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.
Support your Rating:	Other Rigby Reader Suggestions TE p. 78 ^{vol 1} Online Readers				

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: Read & 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.	9
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.	
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.	
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.	
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.	
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.	
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.	
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.	
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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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"/>
	1. The criterion was not met.	2. The criterion 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:	not complex					
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						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 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 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 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:						
Total Points Section 4:						
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 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:						
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 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 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:						
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 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 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:						
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 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: *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"/>	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 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:						
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"/>	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 opporunity 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.3. Materials provide the opporunity 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.4. Materials include activlites 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 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 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:						
5.6. 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 adquetly 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: My View Literacy - 5 th Grade					
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	6
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.	57
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 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.	24
Support your Rating:					
Total Points Questions 1-5:					111

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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion 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"/> Total Points
	1. The criterion was not met.	2. The criterion 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 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Total Points
	1. The criterion was not met.	2. The criterion 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:					



10/26/23
133

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 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 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 adquetly 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 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 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:						
5.3. 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 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 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:						
5.5. 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 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 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:						
Total Points Section 5:						
Total Points Section I-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: My View					
Publisher: SavasLiteracy					
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: no workbook Need hands-on waiting on answer					
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:					25

203

**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 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.	
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 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.	
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"/>	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 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.	
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 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.	
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 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.	
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 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.	
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 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.	
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 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.	

50
12
12
12

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 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 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:

2.8. 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 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 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:

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 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 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 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 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 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:

3.3. 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 adquetly 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 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 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.	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 adquetly 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 adquetly 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 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 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.	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.	<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.	<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).	<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.	<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.	<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).	<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.	<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).	<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).	<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:					

*bm
1/17/23*

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 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:						
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 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 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:						
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 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 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:						
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 adquetly 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 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 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:						
2.3. 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 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 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:						
2.5. 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 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 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:						
2.7. 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 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 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:						
2.2. Materials provide texts that support frequent review of previously laught 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 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 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:						
2.10. 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 adquetly 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 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 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:						
3.3. 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 adquetly 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"/>	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:					4	
5. Language development and skills						
5.1. Materials include activlites 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.2. Materials provide the oppportunity 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:						
5.3. Materials provide the oppportunity 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 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 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 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 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:						
5.6. 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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	6.5

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	4.9

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	1.5

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 adquetly 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 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.	2.4

Support your Rating:

Total Points Questions 1-5:	2.3
------------------------------------	-----

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.

148
118
166
✓

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.					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 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.					Total Points
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
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: 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).					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 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.					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 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.					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 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).					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 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.					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 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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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 CCVC, CCVC, and CVC words and single syllable words before multisyllabic words).					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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	4

Support your Rating:

34
22 pts

Total Points Section 1: 56

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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	5

Support your Rating:

27 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 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 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:

2.8. 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 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 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: *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 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 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:

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 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 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:

3.3. 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 adquetly 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 adquetly 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 adquetly 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 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 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:

5.4. 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 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 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:

5.6. 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 adquetly 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 adquetly 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.

					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. <i>just missing compound words</i> 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:

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

					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 adquetly 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.

					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 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.

					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 adquetly 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.

					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 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:

18

Mo: Vision Lectora
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 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.					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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 -					

626
14
140

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:

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: *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 type="checkbox"/>	<input 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 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 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: *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 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 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:						
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 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 laught 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 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 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:						
2.10. 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 adquetly 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 adquetly 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 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 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 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 adquetly 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 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 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:						
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 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 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:						
5.5. 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 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 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 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 adquetly met.	The criterion was substantially met.	The criterion was completely met.

Title: *Mi 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 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:

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 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 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 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 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.	
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"/>	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 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.	
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 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.	
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"/>	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 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.	
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 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.	
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 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.	

11/18

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 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating: NA 1st

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 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 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:

1.13. Materials include instruction to teach students to read both regular and irregular high frequency 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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"/>	<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:

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:

Total Points Section I: 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"/>	<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:

2.2. Materials provide texts that support frequent review of previously taught concepts and words, extended practice, and independent application 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 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 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:

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

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"/>	<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:

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 adquety 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 adquety 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 adquety 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 adquety 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 adquety 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 adquety 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 adquety 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 adquety 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 adquety 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 adquetly 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 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 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.	3

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 adquetly 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 adquetly 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 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.	3

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.

771
 2023
 ✓

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	2	3	4	5	Total Points
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"/>	

Support your Rating:

Print Concepts

	1	2	3	4	5	Total Points
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"/>	

Support your Rating:

starts with syllables

Phonological Awareness

	1	2	3	4	5	Total Points
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"/>	

Support your Rating:

Phonemic Awareness

	1	2	3	4	5	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Support your Rating:

letter tiles yes, phoneme isolation

	1	2	3	4	5	Total Points
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"/>	

Support your Rating:

Phonics

	1	2	3	4	5	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Support your Rating:

taught in order of frequency

	1	2	3	4	5	Total Points
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"/>	

Support your Rating:

letter tiles!

	1	2	3	4	5	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Support your Rating:

	1	2	3	4	5	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 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"/>	

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 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 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:						
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 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 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:						
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 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 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 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 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 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:						
2.3. 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>both authentic & decodable</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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>includes uninterrupted cold read</i>						

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 adquetly 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 adquetly 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 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 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:						
2.9. 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 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 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: <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 adquetly 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 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 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 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: <i>low eliminating answers graphics</i>						
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 Video*

Publisher: *Javvas*

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:	<i>25</i>
------------------------------------	-----------

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 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.					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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: includes phonics instruction & supports for small groups, included modeling					
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: Begins with letters and moves into words					
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 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.					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 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.					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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: includes finding letters in a text					
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: taught in alphabetic order, not 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: decodable texts					
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 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).					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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:					

571 + 505
✓

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 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 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:

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 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 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:

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:
authentic texts

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:
fluency routines!!

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 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 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:
connects to self as well

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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	

Support your Rating:
leveled!

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 adquetly 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 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 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:
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 adquetly 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 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 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:
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 adquetly 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 adquetly 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 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 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:

3.3. 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 adquetly 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 explanation 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.

153
+ 20
173

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.					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 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.					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 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).					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 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.					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 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.					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 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).					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 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.					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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).					Total Points
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4
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 CVe 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	3
Support your Rating:						
Fluency						
1.15. Materials provide teachers oportunitles 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquetly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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 adquefly 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"/>	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.	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 adquetly 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 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.	3
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 adquetly 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 type="checkbox"/>	<input 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:						
5.5. 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 adquetly 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 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:						
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 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: 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 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 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:

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.	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 adquetly 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.		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support your Rating: <i>Says you can reteach phonics lesson in small group.</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support your Rating: <i>Not as explicit as Heggarty.</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.
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"/>
Support your Rating: <i>Not as explicit as Heggarty.</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Phonics						
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"/>
Support your Rating: <i>Phonics & handwriting</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately 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).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support your Rating: <i>I assume, only saw unit 3</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
Phonics						
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"/>
Support your Rating: <i>A lot of writing & decoding</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Support your Rating: <i>Again, only saw unit 4</i>		1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.

*138
114
154*

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:	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
	1. The criterion was not met.	2. The criterion was partially met.	3. The criterion was adequately met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	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
	1. The criterion was not met.	2. The criterion 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 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
	1. The criterion was not met.	2. The criterion 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 checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 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 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
	1. The criterion was not met.	2. The criterion 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Total Points
	1. The criterion was not met.	2. The criterion 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 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
	1. The criterion was not met.	2. The criterion 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	a bookt. says students can 'choose' for 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating:	Each week new info/fous.					
2.2. Materials provide texts that support frequent review of previously laught 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 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 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:						
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 adquetly 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 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 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:	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 adquetly 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 adquetly 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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>ELL Support book & ?s</i>						
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 adquetly met.	4. The criterion was substantially met.	5. The criterion was completely met.	
Support your Rating: <i>Grammar part of lesson; level</i>						
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 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 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:						
5.5. 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 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 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>Very Much ELD Support!</i>						
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%

GLENDALE ELEMENTARY 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

- 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. 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