English Language Arts/Literacy (ELA) K-5 Evaluation Form

2024 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the course evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the course evaluation form.
* Explain any discrepancies between your findings and the information provided.
* Findings, explanations, and comments should directly reflect the rubric.

## Scoring for K-5 Alignment to ELA/L Standards

To evaluate each grade or course’s materials for alignment to [Idaho Content Standards](https://sde.idaho.gov/topics/admin-rules/files/negotiated-rulemaking/Idaho-K-12-State-Standards-for-ELA-Literacy.pdf) and additional criteria from [EdReports English Language Arts Foundational Skills Review Criteria](https://cdn.edreports.org/reviewtools/ag9zfmVkcmVwb3J0cy13ZWJyIAsSB1N1YmplY3QYGwwLEgpSZXZpZXdUb29sGIHC1y8M/review-tool.pdf?_gl=1*z89ruf*_gcl_au*NDA3Mzc5Mjc5LjE2OTQ1Mzg5OTQ.) and [The Reading League Curriculum Evaluation Guidelines](https://www.thereadingleague.org/wp-content/uploads/2023/03/The-Reading-League-Curriculum-Evaluation-Guidelines-2023.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with content standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for ELA/L Practice is not evident. | There is some evidence of the Standard for ELA/L Practice.   | Materials explicitly align to and support the Standard for ELA/L through regular and authentic engagement opportunities for students. |  |

### Foundational Skills

| Print Concepts (K) | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a clear sequence for teaching concepts of print, including how print and text are organized and read (e.g., directionality, read print-not pictures, spaces between words, sentence features, etc.).
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction, daily targeted practice, and cumulative review for lower- and upper-case letter identification of all 26 letters of the alphabet (upper and lower case).
 | 0 1 2 N/A |  |
| 1. Materials provide instructional support for general concepts of print and connect learning of print concepts to books and provide cumulative review of print concepts.
 | 0 1 2 N/A |  |

|  |  |  |
| --- | --- | --- |
| Phonemic Awareness (K-2) | Meets Criteria | Justification or Comments |
| 1. Materials provide daily opportunities for students to engage in phonological sensitivity and phonemic awareness through instruction that is explicit, systematic, cumulative, and diagnostic.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and practice, including larger units of phonological sensitivity (syllable, rhyme, onset-rime) and phonemic awareness.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and practice which includes all phoneme awareness tasks including those that feature advanced manipulation (isolating, blending, segmenting, deletion, substitution, reversal) to include consonant blends in the initial and final position.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and practice which includes demonstrating automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words. (Grade 2)
 | 0 1 2 N/A |  |

| Phonics and Decoding | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include phonics instruction that is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns (e.g., instruction begins with short vowels and consonants and builds to syllable types, morphemes, and etymological influences).
 | 0 1 2 N/A |  |
| 1. Materials include explicit instruction and opportunities for students to decode and encode words that consist of common and newly taught sounds and spelling patterns and provide opportunities for students to review previously taught skills through the build/manipulate/spell model.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and targeted practice for automaticity on common grade level “high frequency” and irregularly spelled words and letter combinations.
 | 0 1 2 N/A |  |
| 1. Materials direct students’ attention to the structure of the word through an emphasis on phonic decoding by providing instruction and practice of phonics skills by applying letter-sound knowledge in decodable texts that match the phonics elements taught.(Grade K-2)
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and targeted practice in decoding and encoding final –e , vowel team conventions for representing long vowel sounds, r-controlled vowel patterns, and diphthongs (e.g., toil, cloud). (Grade 1-2)
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and targeted practice in decoding words with grade-level prefixes and suffixes (e.g., un-, dis-, -s, ed, -est, -ful, -less).(Grade 2)
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and targeted practice to decode and encode known words when affixes are added (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful). (Grade 3-5)
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and targeted practice in decoding and encode multi-syllable words, words with common Greek and Latin roots (e.g., trans, port, bio), and grade-appropriate irregularly spelled words (e.g., come, friend, today. (Grade 3-5)
 | 0 1 2 N/A |  |
| 1. Materials direct students’ attention to the structure of the word through an emphasis on phonic decoding by providing practice of phonics skills learned in grade-level texts. (Grade 3-5)
 | 0 1 2 N/A |  |

| Reading Comprehension  | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials consist of a variety of texts representing a balance of genres, cultures, and perspectives that meet the appropriate complexity band for the grade level. (Grade 1-5)
 | 0 1 2 N/A |  |
| 1. Materials include a variety of texts at grade level to increase knowledge and build vocabulary.
 | 0 1 2 N/A |  |
| 1. Materials support grade level and beyond read-aloud experiences before students can read independently.
 | 0 1 2 N/A |  |
| 1. Materials include explicit teaching and targeted practice of comprehension strategies and skills.
 | 0 1 2 N/A |  |
| 1. Materials include mostly text-dependent questions that allow students to use explicit text evidence to support ideas and make valid inferences based on appropriate grade level standards and skills.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction in reading fluency for students to read with accuracy, appropriate rate, and expression.
 | 0 1 2 N/A |  |
| 1. Materials offer opportunities to explore and discuss plot, theme, characterization, and point view appropriate to grade-level standards.
 | 0 1 2 N/A |  |
| 1. Materials offer opportunities to identify and discuss elements of non-fiction texts appropriate to grade-level standards.
 | 0 1 2 N/A |  |
| 1. Materials offer opportunities to compare similar texts appropriate to grade-level standards.
 | 0 1 2 N/A |  |
| 1. Materials provide students opportunities to engage in a range and volume of reading from both fiction and non-fiction texts appropriate for the grade level, includes support for independent reading.
 | 0 1 2 N/A |  |

| Vocabulary Development | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide explicit instruction and targeted practice to determine or clarify the meaning of unknown and multiple-meaning words and phrases appropriate to grade-level standard using an array of grade-level strategies (knowledge of affixes, inflectional endings, root words)
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and opportunities for practice to determine how words and phrases provide meaning and nuance in grade-level texts.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction and opportunities to acquire and use general academic and content-specific words as appropriate to grade-level conversations, reading, and writing.
 | 0 1 2 N/A |  |

| Research (K-2) | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide ample opportunity for students to listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.
 | 0 1 2 N/A |  |
| 1. Materials provide the opportunity for students (with support as needed) to conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources and organizing information using graphic organizers or other aids.
 | 0 1 2 N/A |  |

|  |  |  |
| --- | --- | --- |
| Research (3-5) | Meets Criteria | Justification or Comments |
| 1. Materials support the opportunity for students to conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews. (Grade 3)
 | 0 1 2 N/A |  |
| 1. Materials support the opportunity for students to conduct short research tasks to take some action or share findings orally or in writing by formulating research questions, gathering relevant and reliable information from primary and secondary sources as appropriate, paraphrasing and quoting ideas and information, and respecting copyright guidelines for use of that information and any images. (Grade 4-5).
 | 0 1 2 N/A |  |
| 1. Materials support the opportunity of students to read a series of texts organized around various conceptually related topics to build knowledge and the world. (texts should be of a range of complexity levels).
 | 0 1 2 N/A |  |

| Writing (K-1) | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities to engage in routine writing practice for a variety of tasks, purposes, and audiences.
 | 0 1 2 N/A |  |
| 1. Materials provide explicit instruction practice for upper and lowercase letter formation, posture, and grip while writing left to right and top to bottom with appropriate spacing and opportunities for cumulative practice.
 | 0 1 2 N/A |  |

| Writing (2-5) | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities to engage in routine writing practice for a variety of tasks, purposes, and audiences.
 | 0 1 2 N/A |  |
| 1. Writing instruction includes a variety of text types (narrative, informational, persuasive) and uses common conventions and organization around text types such as facts, details, and reasons with a clear introduction and conclusion.
 | 0 1 2 N/A |  |
| 1. Writing instruction includes a variety of types (narrative, informational, persuasive, summaries, reflections, critiques, and poetry) and uses writing conventions and organizational strategies around text types such as facts, details, reasons, dialogue, events, and experiences with linking words and phrases connecting ideas. (3-5)
 | 0 1 2 N/A |  |
| 1. Materials provide writing instruction in planning, revising, editing, and rewriting.
 | 0 1 2 N/A |  |
| 1. Materials provide instruction and opportunity to practice legible handwriting as appropriate to grade-level standards.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunity to use keyboarding skills to produce and publish writing.
 | 0 1 2 N/A |  |

| Oral and Digital Communication | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide opportunities for students with support (K) to engage in collaborative discussions in respectful ways to ask and answer questions about key details, get clarifying information, and making comments to build on and link to others’ remarks.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for students to recount, describe, and/or report orally on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly, and with an understandable pace.
 | 0 1 2 N/A |  |
| 1. Materials provide opportunities for information gathered digitally and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally. (Grade 5)
 | 0 1 2 N/A |  |
| 1. Materials cover grade-level digital literacy skills. (Grade 3-5)
 | 0 1 2 N/A |  |

| Grammar and Conventions | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include explicit instruction of the grammar and conventions standards for grade level.
 | 0 1 2 N/A |  |
| 1. Materials include explicit instruction for the conventions of English punctuation and capitalization when reading aloud and writing to create meaning.
 | 0 1 2 N/A |  |
| 1. Materials include targeted opportunities to practice spelling appropriate grade-level words and addresses commonly misspelled words.
 | 0 1 2 N/A |  |

Scoring for Best Practices:

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the teaching practice. | The teaching practice is embedded in some lessons. | Materials regularly embed supports for teachers to implement best practices and assessment.  |  |

Scoring for Alignment to Best Practices and Assessment:

| Best Practices and Assessments | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials contain clear statements and explanations of purpose, goals, and learning outcomes.
 | 0 1 2 N/A |  |
| 1. Materials are systematic and sequential – prerequisite skills taught first and vertically aligned appropriately.
 | 0 1 2 N/A |  |
| 1. Materials provide questioning and discussion techniques that promote learning through thinking, discussion, and reflection.
 | 0 1 2 N/A |  |
| 1. Digital materials and assessments are easy to edit and revise and access to distribute and/or print.
 | 0 1 2 N/A |  |
| 1. Materials contain teacher-specific instructions and explanations for expanding content knowledge and lesson planning development.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific formative assessments that can be used by all students (and teachers) to elicit and use evidence of learning that improve student understanding of intended outcomes to best inform next steps.
 | 0 1 2 N/A |  |
| 1. Materials include standard-specific summative assessments for students to demonstrate mastery of standards and provide teacher with information related to proficiency of learning targets.
 | 0 1 2 N/A |  |

Scoring for Multi-Tiered System of Support

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of the feature. | The feature is included and partially aligned to Tier 1 instruction. | The feature is included and fully aligned to Tier 1 instruction. |  |

Scoring for Alignment to Idaho Multi-Tiered Systems of Support:

| Multi-tiered Instruction | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials provide a variety of resources and strategies for small group instruction that can be used for differentiation in the general education classroom.
 | 0 1 2 N/A |  |
| 1. Materials provide interventions aligned to core instruction. Interventions are more frequent and varied to support acquisition of identified skills. (Tier II)
 | 0 1 2 N/A |  |
| 1. Materials provide interventions for students whom Tier I and II interventions have not adequately supported student growth. (Tier III)
 | 0 1 2 N/A |  |

Scoring for Additional Indicators of Quality Materials

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| There is no evidence of scaffolding, differentiation elements, or engaging tools.  | There is some evidence of scaffolding, differentiation elements, or engaging tools. | Materials include scaffolding and differentiation elements as well as engaging tools.  |  |

Scoring for Alignment to Additional Indicators of Quality Materials:

| Indicators of Quality Materials | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. Materials include a high degree of teacher-student interaction including frequent responses from students with immediate feedback from teacher.
 | 0 1 2 N/A |  |
| 1. Materials provide examples of scaffolding and guided practice.
 | 0 1 2 N/A |  |
| 1. Materials include supports for differentiation, pacing, remediation and extension activities, and alternative teaching approaches.
 | 0 1 2 N/A |  |
| 1. Materials provide instructional strategies to accommodate the learning differences of all students.
 | 0 1 2 N/A |  |
| 1. Materials are relevant and interesting for grade level with authentic contexts and tools that allow students to make connections.
 | 0 1 2 N/A |  |
| 1. Materials integrate technology and interactive tools, visuals, videos, manipulatives, or dynamic software to engage students.
 | 0 1 2 N/A |  |
| 1. Materials are available in language(s) other than English.
 | 0 1 2 N/A |  |
| 1. Materials include writing instruction taught through a gradual release of responsibility (I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas before drafting.
 | 0 1 2 N/A |  |

For Questions Contact

Content & Curriculum – Curricular Materials

Idaho Department of Education

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