**Materials Review Tool for Alaska English/Language Arts** **Grades K-8**

At the center of the Alaska English/Language Arts Standards is a substantial shift in literacy instruction that demands a focus on high quality texts, high-quality text dependent and text-specific questions, and writing to sources. The three shifts in literacy instruction include:

1. Building knowledge through content-rich non-fiction and informational texts,
2. Reading and writing grounded in evidence from text,
3. Regular practice with complex text and its academic vocabulary.

High quality instructional material aligned with the Alaska English/Language Arts Standards will be rich and diverse in its instruction approach and fully aligned with these shifts.

**The information below is to be used to complete the evaluation form for each individual instructional material by combining the results from the following pages.**

Title:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Course     \_\_\_\_\_\_\_\_\_\_\_\_\_Publisher:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Copyright:     \_\_\_\_\_\_\_\_

**Final Points:**

* I. Quality of Text
* II. Quality of Questions and Tasks
* III. Writing
* IV. Instructional Supports
* V. Assessment

**Total Points: \_\_\_\_\_\_\_\_\_\_\_**

**Documented Elements of Review**

| **STRONG** | **WEAK** |
| --- | --- |
|       |       |
|       |       |
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|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectations** | **Partially meets expectations**  | **Does not meet expectations** |
| 1. **Quality of Texts**
 |  |  |  |
| 1. **Quality of Questions and Tasks**
 |  |  |  |
| 1. **Writing**
 |  |  |  |
| 1. **Instructional Supports**
 |  |  |  |
| **V. Assessment** |  |  |  |

**Rating Criteria**

**The following pages is the review process for the materials. Each sections has multiple components that must be evaluated. Each of the sections should have justifications/comments with examples to verify the rating. Each section is then totaled to calculate if it meets, partially meets, or does not meet the expectations by using the criteria from the total amount of that section. Use the following to rate each section.**

**Rating Guide:**

0 – No evidence of expectation

1 – Major gaps in expectations that may not be easily filled

2 – Gaps in expectations that may not be easily filled

3 – Few gaps in expectations that may be easily filled

4 – The content fully meets the expectation

**Components for alignment to Alaska English/Language Arts (ELA) Standards Grade K-8**

|  |  |  |
| --- | --- | --- |
| 1. **Quality of Text**
 | **Rating (0-4) check box** | **Justification/Comments with Examples** |
| 1. **Range of Text**

Appropriate percentage (50% for K-5; 55% for 6-8) of reading selections in the program are high quality non-fiction/informational text and instructional time is divided between literary and informational text. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. **Complexity of Text**
2. The program exhibits concrete evidence that research based quantitative and qualitative measures has been used in selections of complex text that align to the standards.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. The program will include an obvious staircase of text complexity as materials progress across grade bands.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. **Sufficient Practice in Reading Complex Text**

The program provides all students, including those who are below grade level, with extensive opportunity to encounter and comprehend grade-level complex text. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_of 16 point**

**[ ] Meets expectations (15 -16 points)**

**[ ] Partially meets expectations (10 -14** **points)**

**[ ]  Does not meet expectations (< 10 points)**

|  |  |  |
| --- | --- | --- |
| **II. Quality Of Questions And Tasks** | **Rating (0-4)** | **Justification/Comments with Examples** |
| 1. **Focus on the text is the center of all lessons**

Significant pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 15% of time devoted to any reading instruction. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. **Text Dependent and Text Specific Questions**

80% of all questions in the submission are high-quality sequences of text-dependent and text-specific questions. The overwhelming majority of questions is text-specific and draws student attention to the particulars in the text. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_\_of 8 point**

**[ ] Meets expectations (7 - 8 points)**

**[ ] Partially meets expectations (5 - 6** **points)**

**[ ]  Does not meet expectations (< 5 points)**

|  |  |  |
| --- | --- | --- |
| 1. **Writing**
 | **Rating (0-4)** | **Justification/Comments with Examples** |
| 1. **Writing to Sources**

Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text. Writing tasks should be 30% argumentative, 35% explanatory, 35% to convey real or imaginary experiences.. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. **Writing Strand Standards**

Content provides students and the teacher with the opportunity to practice Writing along with Speaking and Listening for the relevant grades. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. **Vocabulary**

Content focus on academic vocabulary in the complex texts through reading, writing, listening, and speaking instruction while building during the grade level year. | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_\_of 12 point**

**[ ] Meets expectations (11 - 12 points)**

**[ ] Partially meets expectations (7 - 10** **points)**

**[ ]  Does not meet expectations (< 7 points)**

|  |  |  |
| --- | --- | --- |
| 1. **Instructional Supports**
 | **Rating (0-4)** | **Justification/Comments with Examples** |
| 1. Addresses instructional expectations and is easy to understand, clear structure, and usability for teachers and students to easily access the content.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Materials and activities are responsive and adaptable to variety of learning styles focusing on words and concepts that are essential to a basic understanding and that English Learners (ELs) are not likely to know or be able to determine from context.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Supports diverse cultural and linguistic backgrounds, interests and styles that are equally represented and adaptability.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.**

**Earned:\_\_\_\_of 20 point**

**[ ] Meets expectations (18 - 20 points)**

**[ ] Partially meets expectations (12 - 17** **points)**

**[ ]  Does not meet expectations (< 12 points)**

|  |  |  |
| --- | --- | --- |
| 1. **Assessment**
 | **Rating (0-4)** | **Justification/Comments with Examples** |
| ***The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*** |
| 1. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance**.**
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level Alaska ELA standards with appropriately complex text(s)
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |
| 1. Uses varied modes of assessment, including a range of pre, formative, summative, and self- assessment measures.
 | [ ] 0 [ ] 1[ ] 2 [ ] 3 [ ] 4 |       |

**Total the number of point in column 2. Check the box that corresponds to the total of earned points in column 2 that measures if the section meets expectations.Earned:\_\_\_\_of 12 point**

**[ ] Meets expectations (11 - 12 points)**

**[ ] Partially meets expectations (7 - 10** **points)**

**[ ]  Does not meet expectations (< 7 points)**