

# Materials Review Tool for Alaska English/Language Arts Non-Negotiables 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 approach and fully aligned with these shifts.

Publisher: \_\_\_\_\_ Edition: \_\_\_\_\_

Title of Program: \_\_\_\_\_ Copyright Year: \_\_\_\_\_

Non-Negotiables	Rating	Justification/Comments
<b>I. QUALITY OF TEXT</b>		
<b>1. Range of Text</b> 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.	Meets  Does Not Meet	
<b>2. Complexity of Text</b> 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. Further, a program will include an obvious staircase of text complexity as materials progress across grade bands.	Meets  Does Not Meet	
<b>3. Sufficient Practice in Reading Complex Text</b> The program provides all students, including those who are below grade level, with extensive opportunity to encounter and comprehend grade-level complex text.	Meets  Does Not Meet	

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<b>II. QUALITY OF QUESTIONS AND TASKS</b>		
<p><b>4. Focus on the text is the center of all lessons</b> 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.</p>	<p>Meets Does Not Meet</p>	
<p><b>5. Text Dependent and Text Specific Questions</b> 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.</p>	<p>Meets Does Not Meet</p>	
<b>III. WRITING</b>		
<p><b>6. Writing to Sources</b> 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.</p>	<p>Meets Does Not Meet</p>	
<b>IV. FOUNDATIONAL SKILLS</b>		
<p><b>7. Inclusion of Effective Instruction for all Aspects of Foundational Reading</b> Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p>Meets Does Not Meet</p>	

