

Materials Review Tool for Alaska English/Language Arts Publishers' Criteria 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 are:

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:** _____

- 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

PUBLISHERS' CRITERIA REQUIREMENTS		
I. CRITERIA FOR READING FOUNDATIONS	Rating (0-4)	Comments
1. Materials allow for flexibility in meeting the needs of a wide range of students.		
2. Materials include effective instruction for all aspects of foundational reading including phonics, phonemic awareness, vocabulary, comprehension, and fluency.		
3. Fluency is a particular focus of instructional materials.		
4. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, speaking and listening instruction.		
5. Materials offer assessment opportunities that measure progress in the foundations of reading.		

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II. CRITERIA FOR TEXT SELECTIONS	Rating (0-4)	Comments
1. Texts for each grade align with the complexity requirements outlined in the standards.		
2. All students, including those who are below grade level, have extensive opportunities to encounter and comprehend grade level complex text.		
3. Text selections are worth reading and re-reading.		
4. Literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts; informational texts cover content from across the disciplines.		
5. Additional materials aim to increase the regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.		
III. CRITERIA FOR QUESTIONS AND TASKS	Rating (0-4)	Comments
1. Questions and tasks cultivate students' abilities to ask and answer questions based on the text.		
2. Materials provide opportunities for students to build knowledge through close reading of specific texts as well as read-alouds.		
3. Scaffolds enable all students to experience rather than avoid the complexity of the text.		
4. Reading strategies support comprehension of specific texts and the focus on building knowledge.		
5. Materials offer assessment opportunities that genuinely measure progress.		
6. Writing opportunities for students are prominent and varied.		
IV. ADDITIONAL KEY CRITERIA FOR STUDENT READING, WRITING, LISTENING, AND SPEAKING	Rating (0-4)	Comments
1. The content is tightly aligned with the content area writing for the relevant grades.		
2. The content provides students and teachers with the opportunity to practice the Speaking and Listening Standards for the relevant grades.		

