

2024 SPS 6-8 English Language Arts Instructional Materials Adoption					
	Review Criteria Round 1				
Reviewer Name:					
Publisher:					
Grade:					
Title of Instruction	nal Materials:				

### Round 1 Rating:

Yes =1, No =0

## Section 1: Pedagogical Supports (25%)

Criteria	Specific Evidence from Materials	Evide Rat	
1a. Do the materials provide guidance and development opportunities to teachers that strengthen their own pedagogical and content knowledge of standards-based literacy instruction so that they may better support students' literacy development?		0	1 0
<b>1b.</b> Do the materials follow a specific <b>scope and sequence</b> so that the instruction aligns horizontally (from lesson to lesson) and vertically (from 6 <sup>th</sup> to 7 <sup>th</sup> to 8 <sup>th</sup> ) and reinforces previously learned skills?		0	1 0
<b>1c.</b> Do the instructional materials provide a variety of supports for the teaching of writing in the variety of genres, argument, informational, and narrative?		0	1 0
1d. Do the materials provide explicit guidance to teachers on how to provide differentiated supports to students—including those at, below, or exceeding grade-level standards—to build on their strengths and needs, home languages, and cultural and social backgrounds?		0	1 0
<b>1e.</b> Do the materials provide explicit guidance to teachers on how to <b>build knowledge</b> through integrated reading, writing, speaking, listening and language?		0	1 0
1f Do the instructional materials contain culturally responsive approaches to teaching and learning, such as creating student-centered classrooms that incorporate students' lived experience, knowledge, perspectives, and opinions to promote learning?		0	1 0
		Total:	/6

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## Section 2: Diverse Representation, Anti-bias and Sensitivity (25%)

Criteria	Specific Evidence from Materials	Evidence Rating
<b>2a.</b> Are the texts about <b>diverse</b> , <b>racial</b> , <b>ethnic and cultural groups</b> written by members of the group or qualified experts?		○ 1 ○ 0
<b>2b.</b> Does this collection of diverse texts and genres intentionally allow students opportunities to <b>critically view the world</b> ?		<ul><li>○ 1</li><li>○ 0</li></ul>
2c. Do the materials in each genre represent a variety of ideas, perspectives, experience, cultures and identities?		o 1 o 0
2d. Does this collection of texts include underrepresented individuals and groups in contemporary contexts?		o 1 o 0
2e. Does this collection of texts bring meaningful engagement to our diverse populations of students through the use of multimodal and accessible texts?		o 1 o 0
		Total: /5



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## Section 3: Usability and Accessibility (20%)

Criteria	Specific Evidence from Materials	Evid Rat	
<b>3a.</b> Are the digital resources for teachers, students, and families <b>easy to navigate and locate items</b> such as lessons, assessments, assessment data, performance tasks, progress monitoring, supplies needed, etc.?		0	1 0
<b>3b.</b> Can families with linguistic diversities <b>easily access their child's progress</b> towards grade-level standards and collaborate on ways to support learning at home?		0	1 0
<b>3c.</b> Are there <b>embedded digital features to meet the needs of diverse learners</b> in order to provide differentiated methods to access to grade-level content?		0	1 0
<b>3d.</b> Do the materials offer <b>embedded choice and flexibility for various learning pathways</b> , aligned to grade level standard?		0	1 0
<b>3e.</b> Do the digital resources provide <b>actionable</b> , <b>standards-based</b> , <b>data</b> with instructional recommendations (e.g materials for individual practice, whole and small group instruction)?		0	1 0
		Total:	/5



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### Section 4: Standards Aligned Task and Materials (15%)

Criteria	Specific Evidence from Materials	Evido Rat	
<b>4a.</b> Do the collection of texts provide students opportunities to develop <b>grade-level critical reading and thinking skills</b> e.g. – synthesize, analyze, generate claims using text-based evidence) using a variety of texts using the following: lengths, levels, genres, and authors?		0	1 0
<b>4b.</b> Do the instructional materials and tasks require students to analyze the key ideas, craft and structure within individual texts and across multiple texts, using coherently sequenced, high-quality questions?		0	1 0
<b>4c.</b> Do the instructional materials provide <b>ample practice to produce clear and coherent writing</b> that meets grade-level expectations through organization, development, and attention to the conventions of grammar?		0	1 0
<b>4d.</b> Do the instructional materials allow students to write for a variety of audiences and purposes, including formal and informal responses?		0	1 0
<b>4e.</b> Do instructional materials allow students to effectively <b>engage in a wide range of different types of collaborative discussions and presentations</b> of ideas to meet or exceed gradelevel speaking and listening standards?		0	1 0
<b>4g.</b> Do the materials and tasks provide rich, rigorous, and robust <b>opportunities for evidence-based discussions and writing about texts</b> to build strong literacy skills?		0	1 0
		Total:	/6



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### Section 5: Assessment (15%)

Criteria	Specific Evidence from Materials	Evide Rat	
5a. Do the instructional materials include a suite of assessment resources that address critical and relevant standards?		0	1 0
<b>5b.</b> Do the instructional materials include adaptable, relevant, assessment opportunities in diverse modalities?		0	1 0
5c. Do the instructional materials include assessments for screening, diagnostic, growth-over-time?		0	1 0
<b>5d.</b> Do the assessments provide <b>qualitative and quantitative data</b> that is easily accessible to teachers, families and students?		0	1 0
<b>5e.</b> Are formative and summative <b>assessment tasks and rubrics student-friendly</b> and aligned to the grade-level standards?		0	1 0
<b>5f.</b> Are the assessments <b>flexible and adaptive</b> , providing meaningful feedback to students?		0	1 0
	,	Total:	/6