

2025 SPS K-5 English Language Arts Instructional Materials Adoption Review Criteria Round 1

Reviewer Name(s): _____ Vendor: _____
Title of Instructional Materials: _____

Round 1 Rating:

Evidence =1,

Insufficient Evidence =0

Cross-Cutting Criteria

The Cross-Cutting Criteria section identifies essential elements—culturally responsive practices, oral language development & discussion, assessment, and accessibility & usability—that are evaluated within all four evaluation categories. These criteria are embedded within and assessed as part of each category to ensure a consistent, inclusive, and high-quality review of instructional materials and practices.

Culturally Responsive Practices

a. The instructional materials incorporate culturally relevant and responsive complex text with attention to authentic authorship, providing windows and mirrors for diverse students.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

b. The instructional materials support students in critically examining their world view to understand themselves and others.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

c. The instructional materials build on and engage student funds of knowledge (cultural, linguistic {foundational skill need}, etc) drawing on family and community.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

Oral Language Development & Discussion

d. The instructional materials provide meaningful experiences for students to develop their oral and academic language (e.g.: translanguaging, rhyming, singing, peer-peer talk).

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

e. The instructional materials provide collaborative discussion structures that promote equitable learning and provide explicit instruction of social and speaking/listening skills.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

f. The instructional materials provide differentiation strategies to promote knowledge building and support meaningful collaborative discussions.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

g. The instructional materials provide teachers with a range of high-level, critical -thinking questions, with supports for differentiation.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
<u>Assessment</u>	
h. The instructional materials provide research-based assessments to support teachers' ability to measure student learning, support informed goal-setting and next-step instruction, including benchmarks, screeners, progress monitoring, curriculum embedded assessments, self-assessment, etc.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
i. The instructional materials provide access to flexible learning methods, materials and multiple ways of demonstrating understanding that allow for student voice and choice.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
<u>Accessibility & Usability</u>	
j. The instructional materials contain and provide digital and physical print opportunities in how texts are accessed for teachers and students/families.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
k. The instructional materials include explicit whole group instruction and differentiated instruction based on student needs.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
l. The instructional materials and digital platform are easy to use by educators ranging from novice to veteran.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
m. Instructional materials and digital tools are intuitive, easy to implement, and designed for purposeful, targeted use that meaningfully supports instruction.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
Total: /	

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Category 1: Science of Reading: Foundational Skills (30%)

1.1a Phonological and Phonemic Awareness

The instructional materials provide direct, explicit, and systematic instruction that progresses from larger sound units to individual phonemes as soon as appropriate.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.1b Phonological and Phonemic Awareness

The instructional materials teach all phonemes in words (beginning, middle, end) with attention to articulation, emphasizing how sounds are made in the mouth.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.2a Phonics and Decoding

The instructional materials provide explicit, systematic, and cumulative phonics instruction that develops automaticity in letter-sound correspondences through regular practice in decoding and encoding.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.2b Phonics and Decoding

The instructional materials include instruction in increasingly complex spelling patterns, morphology, attention to word structure, irregular high-frequency words, and decodable texts aligned to the phonics skills taught.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.2c Phonics and Decoding

The instructional materials provide spaced and interleaved practice reinforces learning, with opportunities to apply phonics skills in context through those aligned texts.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.3 Fluency

The instructional materials provide sufficient practice with feedback to develop automaticity in letter naming and sound recognition, including opportunities for repeated reading of connected text fluency practice are included to build accuracy, rate, and prosody.

Specific Evidence from Materials (add grade level & page numbers when possible):

Rating:

1.4 Instructional Delivery

The instructional materials deliver phonics instruction through whole-group lessons followed by targeted small-group instruction for intervention or acceleration. Both formats include explicit teaching, spaced and interleaved practice, and clear guidance on error correction and feedback.

Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
1.5 Supports The instructional materials include comprehensive teaching supports for both teachers and students including visual aids, physical resources, decodable and complex texts, etc... to meet the diverse learning needs of students.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
Total: /	

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Category 2: Science of Reading: Comprehension (25%)

2.1 The instructional materials emphasize decodable texts in K-1 moving into grade level/instructional texts in 2-5 as students are ready.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.2 The instructional materials support knowledge building and vocabulary through the text selection and unit design.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.3 The instructional materials provide instruction aligned to the Common Core State Standards (CCSS) which includes text-based questioning, close reading, writing about reading, etc...	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.4 The instructional materials include other components of Language Comprehension (Scarborough's Rope) such as grammar, syntax, language structure, etc...	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.5 The instructional materials utilize worthy texts that are rigorous, appropriately complex, and draw on rich academic language.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.6 The instructional materials offer structured academic discussions used to support and extend comprehension of texts.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
2.7 Instructional materials provide explicit, scaffolded instruction in close reading. Students engage with complex texts through multiple readings to analyze structure, language, and meaning.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
Total: /	

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Category 3: Knowledge Building (22%)

3.1 The instructional materials build a wide breadth of knowledge through interdisciplinary topic-based texts across multiple weeks with opportunities to activate prior knowledge from previous grade and lesson content.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
3.2 The instructional materials offer topics that spiral and/or build upon each other through grade levels.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
3.3 The instructional materials provide explicit instruction of topic-specific Tier 2 vocabulary and word analysis (etymology, morphology, etc.), and support vocabulary development in context through read-alouds and independent reading.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
3.4 Include time for student-selected independent reading and provide topic-based student libraries.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
3.5 The instructional materials offer text-based questions, tasks, and assignments that promote knowledge building and textual analysis.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
Total: /	

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Category 4: Writing (23%)

4.1 Instructional materials provide daily explicit instruction on the writing process with focused attention on genres (narrative, informational, opinion) utilizing mentor texts and models.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.2. Instructional materials emphasize the relationship between audience, purpose and genre including how and why process and craft vary.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.3 Instructional materials include oral and written opportunities to cultivate critical thinking and writing skills.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.4 Instructional materials use a gradual release model to support students in becoming independent, strategic writers over time.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.5 Instructional materials include explicit handwriting instruction in grades K-2 and typing instruction in grades 3-5.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.6 Instructional materials include print conventions, grammar and syntax within meaningful, rich contexts.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.7 The instructional materials include opportunities for students to write in response to texts students read.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
4.8 The instructional materials offer guidance for providing constructive feedback from teachers and peers.	
Specific Evidence from Materials (add grade level & page numbers when possible):	Rating:
Total: /	