

# INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: \_\_\_\_\_ INSTRUCTIONAL MATERIALS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ COPYRIGHT DATE(S): \_\_\_\_\_

## INSTRUCTIONAL MATERIALS ADOPTION: GENERIC EVALUATION CRITERIA

### GROUP II – 2002 TO 2008

SE ISBN \_\_\_\_\_  
TE ISBN \_\_\_\_\_

R-E-S-P-O-N-S-E-S

YES	NO	N/A	CRITERIA	NOTES
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#### I. INTER-ETHNIC

—	—	—	1. The instructional materials meets the requirements of inter-ethnic: concept, content, and illustration, as set by West Virginia Board of Education Policy (Adopted December 1970).	
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#### II. EQUAL OPPORTUNITY

—	—	—	1. The instructional material meets the requirements of equal opportunity" concept, content, illustration, heritage, roles, contributions, experiences, and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	
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### **EVALUATION CRITERIA**

English Language Arts is inclusive of dimensions which enable a learner to communicate effectively with all persons using a multitude of methods and strategies. The capable language arts learner must be no less than proficient as a communicator, critical thinker, and problem solver in the skill areas of listening, speaking, viewing, reading, grammar, spelling, writing, study skills, and technology. Proficient abilities in these skills allow the learner not merely a literal knowledge of one's language; but the ability to interpret and analyze language in order to convey and receive information. These competencies are imperative to prepare and face changing communication challenges in the 21<sup>st</sup> Century.

**Each reviewer will evaluate the publisher submitted Instructional Materials and Correlations using the following rating system.**

- (I) In-Depth: Instructional Materials extensively address the specific criteria.**
- (A) Adequate: Instructional Materials sufficiently address the criteria.**
- (M) Minimal: Instructional Materials minimally address the specific criteria.**
- (N) Non-Existent: Instructional Materials do not address the specific criteria.**

**Instructional Materials must receive 80% I's and A's, of all specific criteria, to be recommended for placement as a primary source on the Official Multiple List.**

\_\_\_\_\_ Grade

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COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**INSTRUCTIONAL MATERIALS ADOPTION: EVALUATION CRITERIA**

**GROUP II – 2002 TO 2008  
English Language Arts, K – 12**

(Vendor/Publisher)  
SPECIFIC LOCATION  
OF CONTENT WITHIN  
PRODUCT

I = In-depth  
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(IMR Committee)  
RESPONSES  
I    A    M    N

**1. MULTIMEDIA**

_____	a) Offer appropriate multimedia (e.g. software, audio, visual, Internet access) materials to practice and master Reading/English Language Arts Instructional Goals and Objectives including, but not limited to: the five-step writing process, usage/mechanics, interpreting visual presentation, and using prior knowledge.	___	___	___	___
_____	b) Provide website, which provides links to relevant sites as well as lesson plans and student activities.	___	___	___	___
_____	c) Integrate technology into the curriculum.	___	___	___	___

**2. LANGUAGE ARTS STRATEGIES**

_____	a) Learning activities include but are not limited to, graphic organizers (e.g. webbing, mapping, Venn diagrams, inverted pyramid).	___	___	___	___
_____	b) Present varied student learning strategies.	___	___	___	___
_____	c) Provide reading strategies including, but not limited to, skimming, scanning, analytical thinking, and interpreting to locate and interpret specific information.	___	___	___	___
_____	d) Learning activities address the varied learning styles and multiple intelligences of students.	___	___	___	___
_____	e) Learning activities address models for insightful decision-making by the instructor.	___	___	___	___

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\_\_\_\_\_ f) Reteach, practice, and enrichment activities address varied learning styles.    \_\_\_    \_\_\_    \_\_\_    \_\_\_

**3. CRITICAL THINKING SKILLS**

\_\_\_\_\_ Questioning models should include higher order thinking skills promoting both aesthetic and literal responses (e.g. creative writing, debating).    \_\_\_    \_\_\_    \_\_\_    \_\_\_

**4. LIFE SKILLS**

\_\_\_\_\_ a) Learning activities are applicable to life skills (e.g. reading road maps, using reference tools, researching, reading a newspaper, using want ads, completing an application, interview process, goal setting).    \_\_\_    \_\_\_    \_\_\_    \_\_\_

\_\_\_\_\_ b) Memorization techniques are used to facilitate retention.    \_\_\_    \_\_\_    \_\_\_    \_\_\_

**5. INSTRUCTIONAL MATERIALS**

*Student materials include but are not limited to:*

\_\_\_\_\_ a) Extensive and varied opportunities to practice targeted skills.    \_\_\_    \_\_\_    \_\_\_    \_\_\_

\_\_\_\_\_ b) Models of writing types that are evident (e.g. persuasive, compare/contrast, newspaper articles, advertisements).    \_\_\_    \_\_\_    \_\_\_    \_\_\_

\_\_\_\_\_ c) Models of editing/revision are provided.    \_\_\_    \_\_\_    \_\_\_    \_\_\_

\_\_\_\_\_ d) Handbook of English Language Arts, which will include an extensive glossary of writing, literary, and grammatical terminology, and provide examples for content presented (grades 5-12 only).    \_\_\_    \_\_\_    \_\_\_    \_\_\_

**6. ASSESSMENT**

*Assessment material will include, but not be limited to:*

\_\_\_\_\_ a) Format commensurate with WV Assessment programs (norm-referenced, state writing assessment, NAEP, informal assessment).    \_\_\_    \_\_\_    \_\_\_    \_\_\_

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_____	b) Practice available in norm-referenced, criterion referenced, and performance based measures.	___	___	___	___
_____	c) Preparation for standardized assessments, open-ended questioning, checkpoint benchmarks, miscue analysis, portfolio evaluation, and rubrics.	___	___	___	___
_____	d) Varied assessment techniques (e.g. true/false, multiple choice, short answer, rubric).	___	___	___	___

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COMMENTS: \_\_\_\_\_

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**ENGLISH LANGUAGE ARTS  
WRITING COMPOSITION  
SELECTION CRITERIA: TWELFTH GRADE**

The secondary school level language arts curriculum refines and enhances fundamental literary and communication skills. Opportunities must be varied and appropriate for students to use written language for educational, occupational, and personal endeavors. Formalized preparation for college entrance exams and/or the workplace must include both written and verbal language arts skills. Sufficient models and practice must be offered throughout the body of instructional materials.

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**All materials at this grade level should: 1) be research based and theory driven; 2) incorporate basic, accurate information that is developmentally appropriate; 3) use interactive, experimental activities that actively engage students; 4) provide students with opportunities to model and practice relevant skills; and 5) develop higher order thinking opportunities. The instructional materials should provide students with opportunities to perform the following tasks:**

**WRITING**

- |  |  |     |     |     |     |
|--|--|-----|-----|-----|-----|
|  | 1. Offer opportunities for response to literature selections through writing activities. These activities should include opportunities to respond using the writing process (prewriting, drafting, editing, revising, and publishing). 12.50                               | ___ | ___ | ___ | ___ |
|  | 2. Provide writing activities that demonstrate the use of transitional devices, (e.g. introductory and internal transitional phrases/conjunctions, sentence links, repetition of key words) complete and varied sentences, and appropriate and precise word choices. 12.48 | ___ | ___ | ___ | ___ |
|  | 3. Provide writing activities that develop a composition in which standard written English usage and mechanics are applied. 12.54  | ___ | ___ | ___ | ___ |

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_____	4. Provide continued practice in writing activities at increasingly difficult levels that identify rhetorical devices, types of written propaganda, and identification of fallacious reasoning. 12.44, 12.47	___	___	___	___
_____	5. Provide writing activities that develop personal style, point of view, and voice (e.g. gender, humor, sentence patterns). 12.44, 12.47	___	___	___	___
_____	6. Provide writing activities that correctly demonstrate the use of a quotation. 12.49	___	___	___	___
_____	7. Provide activities that facilitate writing an analysis of a poem, short story, novel or play using terminology and characteristics of the genre. 12.50	___	___	___	___
_____	8. Provide activities that promote recognition of descriptive language (e.g. figurative language, connotation, and imagery). 12.73	___	___	___	___
_____	9. Provide writing activities for multiple audiences including some that support life skills such as letter writing for various audiences (e.g. employers, colleges, businesses, peers, social contacts). 12.43, 12.51, 12.69	___	___	___	___

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**ENGLISH LANGUAGE ARTS  
LANGUAGE/GRAMMAR  
SELECTION CRITERIA: TWELFTH GRADE**

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**LANGUAGE/GRAMMAR**

	1. Review interpersonal communication skills (e.g. asking and answering questions, following directions). 12.1	___	___	___	___
	2. Recognize appropriate listening behaviors and identify barriers to listening. 12.2	___	___	___	___
	3. Listen and respond to the sensory appeal of poetry and prose. 12.3	___	___	___	___
	4. Identify and record main idea, linking details, and summary (e.g. dictated material, media). 12.4	___	___	___	___
	5. Identify the purpose, make predictions, distinguish fact from opinions and construct meaning in and beyond the text (e.g. lecture, speech, media, advertisements). 12.4	___	___	___	___
	6. Adapt/apply speaking skills in order to participate in a	___	___	___	___

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	variety of situations (e.g. panel discussion, debate, oral report) and recognize situations where the use of colloquial expressions, dialect, and slang are appropriate. 12.6				
_____	7. Provide interviewing skills of questioning, note taking, summarizing and roles to extend meaning beyond the text. 12.3	___	___	___	___
_____	8. Apply capitalization and punctuation rules. 12.62, 12.63	___	___	___	___
_____	9. Recognize and apply subject/verb agreement, pronoun/antecedent relationships. 12.65	___	___	___	___
_____	10. Recognize correct sentence structure, including but not limited to, run-on sentences, fragments, misplaced modifiers, awkward construction, and parallel structure. 12.66, 12.68	___	___	___	___
_____	11. Identify redundancy and faulty subordination. 12.67	___	___	___	___
_____	12. Recognize and use transitional devices. 12.71	___	___	___	___
_____	13. Recognize correct usage of parts of speech.	___	___	___	___
_____	14. Use guidewords to locate words in a dictionary. 12.80	___	___	___	___
_____	15. Use <u>Bartlett's Familiar Quotations</u> and other resources to select quotations and anecdotes on a variety of topics. 12.81	___	___	___	___
_____	16. Identify the role and function of the library/media center including all electronic retrieval systems (e.g. CD ROM, <u>Reader's Guide</u> , card catalog, encyclopedia, Internet). 12.75	___	___	___	___
_____	17. Practice note-taking skills to process and organize information. 12.83	___	___	___	___
_____	18. Explain the concept of intellectual copyright and plagiarism (e.g. media copyright, lack of traditional control on the Internet). 12.78	___	___	___	___
_____	19. Judge the reliability of sources for bias and authority, taking into consideration the motives and perspectives of those sources. 12.79	___	___	___	___
_____	20. Follow a style sheet (e.g. MLA, APA, teacher-generated). 12.82	___	___	___	___
_____	21. Know and understand the use of cross-referencing while gathering information for a research topic. 12.77	___	___	___	___