

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 |
|-----|----|-----|----------|-------|
|-----|----|-----|----------|-------|

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). | |
|---|---|---|---|--|

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 21st 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 A = Adequate M = Minimal N = Nonexistent | (IMR Committee) RESPONSES | | | |
|---|--|------------------------------|---|---|---|
| | | I | A | M | N |

1. MULTIMEDIA

| | | | | | |
|-------|---|-----|-----|-----|-----|
| <hr/> | 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. | ___ | ___ | ___ | ___ |
| <hr/> | b) Provide website, which provides links to relevant sites as well as lesson plans and student activities. | ___ | ___ | ___ | ___ |
| <hr/> | c) Integrate technology into the curriculum. | ___ | ___ | ___ | ___ |

2. LANGUAGE ARTS STRATEGIES

| | | | | | |
|-------|--|-----|-----|-----|-----|
| <hr/> | a) Learning activities include but are not limited to, graphic organizers (e.g. webbing, mapping, Venn diagrams, inverted pyramid). | ___ | ___ | ___ | ___ |
| <hr/> | b) Present varied student learning strategies. | ___ | ___ | ___ | ___ |
| <hr/> | c) Provide reading strategies including, but not limited to, skimming, scanning, analytical thinking, and interpreting to locate and interpret specific information. | ___ | ___ | ___ | ___ |
| <hr/> | d) Learning activities address the varied learning styles and multiple intelligences of students. | ___ | ___ | ___ | ___ |
| <hr/> | 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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**ENGLISH LANGUAGE ARTS
WRITING COMPOSITION
SELECTION CRITERIA: ELEVENTH 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). 11.57 | _____ | _____ | _____ | _____ |
| _____ | 2. Provide selections and activities that address specific writing purposes to include but not limited to, narrative, descriptive, expository, persuasive, technical, and creative. 11.49 | _____ | _____ | _____ | _____ |
| _____ | 3. 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, | _____ | _____ | _____ | _____ |

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| | and appropriate and precise word choices. 11.55 | | | | |
| _____ | 4. Provide writing activities that develop a composition in which standard written English usage and mechanics are applied. 11.61 | ___ | ___ | ___ | ___ |
| _____ | 5. Provide continued practice in writing activities at increasingly difficult levels that identify rhetorical devices, types of written propaganda, and identification of fallacious reasoning. 11.52, 11.53 | ___ | ___ | ___ | ___ |
| _____ | 6. Provide writing activities that develop personal style, point of view, and voice (e.g. gender, humor, sentence patterns). 11.51, 11.54 | ___ | ___ | ___ | ___ |
| _____ | 7. Provide activities that correctly demonstrate the use of a quotation. 11.56 | ___ | ___ | ___ | ___ |
| _____ | 8. Provide activities that facilitate writing analysis of a poem, short story, novel, or play using terminology and characteristics of the genre. 11.57 | ___ | ___ | ___ | ___ |
| _____ | 9. Provide activities that promote recognition of descriptive language (e.g. figurative language, connotation, and imagery). 11.80 | ___ | ___ | ___ | ___ |
| _____ | 10. 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). 11.58, 11.76 | ___ | ___ | ___ | ___ |
| _____ | 11. Provide examples of revision and editing strategies. 11.62 | ___ | ___ | ___ | ___ |

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

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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:

LANGUAGE/GRAMMAR

| | | | | | |
|-------|--|-----|-----|-----|-----|
| _____ | 1. Review interpersonal communication skills (e.g. asking and answering questions, following directions). 11.1 | ___ | ___ | ___ | ___ |
| _____ | 2. Recognize appropriate listening behaviors and identify barriers to listening. 11.3 | ___ | ___ | ___ | ___ |
| _____ | 3. Listen and respond to the sensory appeal of poetry and prose. 11.5, 11.10 | ___ | ___ | ___ | ___ |
| _____ | 4. Identify the purpose, make predictions, distinguish fact from opinions and construct meaning in and beyond the text (e.g. lecture, speech, media, advertisements). 11.6 | ___ | ___ | ___ | ___ |
| _____ | 5. Adapt/apply speaking skills in order to participate in a variety of situations (e.g. panel discussion, debate, oral report) and recognize situations where the use of | ___ | ___ | ___ | ___ |

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| | colloquial expressions, dialect, and slang are appropriate. 11.4, 11.8, 11.14 | | | | |
| _____ | 6. Provide interviewing skills of questioning, note taking, summarizing and roles to extend meaning beyond the text. 11.12 | ___ | ___ | ___ | ___ |
| _____ | 7. Apply capitalization and punctuation rules. 11.69, 11.70 | ___ | ___ | ___ | ___ |
| _____ | 8. Recognize and apply subject/verb agreement, pronoun/antecedent relationships. 11.72 | ___ | ___ | ___ | ___ |
| _____ | 9. Recognize correct sentence structure including but not limited to, run-on sentences, fragments, misplaced modifiers, awkward construction, and parallel structure. 11.73, 11.75 | ___ | ___ | ___ | ___ |
| _____ | 10. Identify redundancy and faulty subordination. 11.74 | ___ | ___ | ___ | ___ |
| _____ | 11. Recognize and use transitional devices. 11.78 | ___ | ___ | ___ | ___ |
| _____ | 12. Recognize correct usage of parts of speech. | ___ | ___ | ___ | ___ |
| _____ | 13. Use guide words to locate words in a dictionary. 11.85 | ___ | ___ | ___ | ___ |
| _____ | 14. Determine which number of a dictionary definition best fits the meaning of a word in context. 11.85 | ___ | ___ | ___ | ___ |
| _____ | 15. Use <u>Bartlett's Familiar Quotations</u> and other resources to select quotations and anecdotes on a variety of topics. 11.86 | ___ | ___ | ___ | ___ |
| _____ | 16. Use parts of books to locate information (e.g. table of contents, glossary, index). 11.86 | ___ | ___ | ___ | ___ |
| _____ | 17. 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). 11.82 | ___ | ___ | ___ | ___ |
| _____ | 18. Practice note-taking skills to process and organize information. 11.81, 11.88 | ___ | ___ | ___ | ___ |
| _____ | 19. Explain the concept of intellectual copyright and plagiarism (e.g. media copyright, lack of traditional control on the Internet). 11.83 | ___ | ___ | ___ | ___ |
| _____ | 20. Judge the reliability of sources for bias and authority, taking into consideration the motives and perspectives of those sources. 11.84 | ___ | ___ | ___ | ___ |
| _____ | 21. Follow a style sheet (e.g. MLA, APA, teacher-generated). 11.87 | ___ | ___ | ___ | ___ |