

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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_____ 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

_____	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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**ENGLISH LANGUAGE ARTS
 EVALUATION CRITERIA**

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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 (HANDWRITING & COMPOSITION)
SELECTION CRITERIA: SECOND GRADE**

The second grade curriculum will provide rich language and writing experiences. Students will compose independent writing practicing the writing process. Basic principles of the structure of language (grammar, expression) will be evident in instructional materials. Opportunities to participate in meaningful activities will form the foundation of the curriculum. 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

Handwriting:

- | | | | | | |
|-------|---|-----|-----|-----|-----|
| _____ | 1. Demonstrate appropriate handwriting posture. 2.70 | ___ | ___ | ___ | ___ |
| _____ | 2. Demonstrate appropriate positions of hand/pencil and paper/desk. 2.71 | ___ | ___ | ___ | ___ |
| _____ | 3. Write legible manuscript letters and numbers (0-9) using appropriate strokes. 2.72 | ___ | ___ | ___ | ___ |
| _____ | 4. Evaluate manuscript writing in terms of letter formation, alignment, proportion, spacing, and line quality. 2.73 | ___ | ___ | ___ | ___ |

Composition:

- | | | | | | |
|-------|--|-----|-----|-----|-----|
| _____ | 5. Compose a simple sentence using a subject and a predicate. 2.77 | ___ | ___ | ___ | ___ |
| _____ | 6. Use appropriate mechanics of print (e.g. capitalization, punctuation). 2.81 | ___ | ___ | ___ | ___ |

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_____	7. Express experiences adequately to relate ideas.	___	___	___	___
_____	8. Compose a short paragraph with a clearly identified beginning, middle, and end containing a main idea and supporting details. 2.78	___	___	___	___
_____	9. Develop various types of writing including but not limited to, personal narratives, stories, descriptions, friendly letters, book reports, and journal entries. 2.79	___	___	___	___
_____	10. Use the five-step writing process (pre-write, draft, revise, edit, and publish) across the curriculum. 2.76	___	___	___	___
_____	11. Use electronic and traditional editing strategies to spell words correctly (e.g. proper nouns, homophones). 2.82	___	___	___	___

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

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LANGUAGE/GRAMMAR

_____	1. Alphabetize words using first, second, and third letter. 2.96	___	___	___	___
_____	2. Differentiate between common and proper nouns. 2.97	___	___	___	___
_____	3. Capitalize first word in a sentence, pronoun “I”, titles and initials, titles in written works, greeting and closing of a letter, and proper nouns. 2.99	___	___	___	___
_____	4. Identify and use correct punctuation: periods, question marks, exclamation mark, exclamation point, comma to separate city and state or country, with items in a series; quotation marks; and apostrophe in contractions and possessives. 2.100	___	___	___	___
_____	5. Use correct subject-verb agreement with proper regular and irregular verb formations. 2.101	___	___	___	___

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_____	6. Use past and present tense correctly. 2.102	___	___	___	___
_____	7. Recognize and write correctly formed sentences (telling, asking, exclamation, command). 2.103	___	___	___	___
_____	8. Recognize and correct sentence fragments. 2.104	___	___	___	___
_____	9. Identify and correct errors in language expression and sentence construction. 2.105	___	___	___	___
_____	10. Identify sentences that would or would not support ideas in a text. 2.106	___	___	___	___
_____	11. Write a paragraph using correct form containing a main idea and supporting details. 2.107	___	___	___	___
_____	12. Recognize and appropriately use parts of speech in their own writing. 2.108	___	___	___	___
_____	13. Determine the purpose, audience, and intent of written composition. 2.109	___	___	___	___
_____	14. Organize information and make decisions about what information is necessary and important. 2.110	___	___	___	___
_____	15. Determine if a given word is on a dictionary page when guide words are supplied. 2.111	___	___	___	___
_____	16. Given a book, identify the author, illustrator, and title within a given book and be able to use the table of contents, glossary, and index. 2.114	___	___	___	___
_____	17. Follow written directions with multiple steps. 2.115	___	___	___	___
_____	18. Practice and use test taking strategies (e.g. read directions carefully, read for key words, budget time, read all choices). 2.116	___	___	___	___