

## INSTRUCTIONAL MATERIALS ADOPTION

VENDOR: \_\_\_\_\_ INSTRUCTIONAL MATERIALS: \_\_\_\_\_  
SUBJECT: \_\_\_\_\_ COPYRIGHT DATE(S): \_\_\_\_\_  
SE ISBN: \_\_\_\_\_ TE ISBN: \_\_\_\_\_

### **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

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

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

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

COMMENTS: Positives: Time For Kids Activities; Fine Arts Component; Good Spiral Review; Cartoon Think Bubbles to Motivation; Group Writing; Grammar Tunes; Mind Jogger Videos; Technology Integration; Curriculum Integration. Sequence of Skill Instruction & Application.

**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.  | ___ | ___ | ___ | ___ |

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

**ENGLISH LANGUAGE ARTS  
 EVALUATION CRITERIA**

(Vendor/Publisher)  
 SPECIFIC LOCATION  
 OF CONTENT WITHIN  
 PRODUCT

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

(IMR Committee)  
 RESPONSES  
 I    A    M    N

_____	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.	___	___	___	___
<u>Not Applicable</u>	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).	___	___	___	___
-------	--	-----	-----	-----	-----

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

**ENGLISH LANGUAGE ARTS  
 EVALUATION CRITERIA**

(Vendor/Publisher)  
 SPECIFIC LOCATION  
 OF CONTENT WITHIN  
 PRODUCT

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

(IMR Committee)  
 RESPONSES

I    A    M    N

_____	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).	___	___	___	___

\_\_\_\_\_ Grade

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

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

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

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

---



---

**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.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES I    A    M    N
---	--	--

**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**

<i>Handwriting:</i>				
<u>Not Applicable</u>	1. Demonstrate appropriate handwriting posture. 2.70	___	___	___
<u>Not Applicable</u>	2. Demonstrate appropriate positions of hand/pencil and paper/desk. 2.71	___	___	___
<u>Not Applicable</u>	3. Write legible manuscript letters and numbers (0-9) using appropriate strokes. 2.72	___	___	___
<u>Not Applicable</u>	4. Evaluate manuscript writing in terms of letter formation, alignment, proportion, spacing, and line quality. 2.73	___	___	___
	<i>Composition:</i>			
_____	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	___	___	___

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

**ENGLISH LANGUAGE ARTS  
 SELECTION CRITERIA**

(Vendor/Publisher)  
 SPECIFIC LOCATION  
 OF CONTENT WITHIN  
 PRODUCT

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

(IMR Committee)  
 RESPONSES  
 I    A    M    N

_____	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	___	___	___	___

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

**ENGLISH LANGUAGE ARTS  
LANGUAGE/GRAMMAR  
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.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	I = In-depth A = Adequate M = Minimal N = Nonexistent	(IMR Committee) RESPONSES I    A    M    N
---	--	--

**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. 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	___ ___ ___ ___

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

**ENGLISH LANGUAGE ARTS  
 SELECTION CRITERIA**

(Vendor/Publisher)  
 SPECIFIC LOCATION  
 OF CONTENT WITHIN  
 PRODUCT

I = In-depth  
 A = Adequate  
 M = Minimal  
 N = Nonexistent

(IMR Committee)  
 RESPONSES

I    A    M    N

_____	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	___	___	___	___