

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 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.

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COMMENTS: Big Book can be used as a stand-alone program. Personal student work list included in SE.
Photography provides text to self connections and photos are good writing prompts. Writing resources handbook
and home connections come with programs. Cross curricular centers, alternative activities and activities for
meeting individual needs are innovative and helpful.

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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_____ 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: KINDERGARTEN**

The kindergarten curriculum will provide rich language and writing experiences. The language rich environment will develop oral vocabulary and comprehension. A variety of printed text and language experiences will provide motivation for students to read. Prerequisite writing skills will emerge within the instructional program. 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. Use directionality (e.g. left/right, top/bottom, up/down). K.40	_____	_____	_____	_____
_____	2. Use dominant hand with correct paper position. K.41	_____	_____	_____	_____
_____	3. Model proper pencil position. K.42	_____	_____	_____	_____
_____	4. Assume and maintain appropriate posture. K.43	_____	_____	_____	_____
_____	5. Print upper/lower case letters correctly. K.45	_____	_____	_____	_____
_____	6. Align writing (e.g. keeps on baseline). K.46	_____	_____	_____	_____
_____	7. Use uniform spacing between letters and words. K.47	_____	_____	_____	_____

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_____	8. Demonstrate uniformity when writing letters. K.48	___	___	___	___
_____	9. Write numerals 0-9 correctly. K.49	___	___	___	___
_____	10. Evaluate handwriting. K.50	___	___	___	___
	<i>Composition:</i>				
_____	11. Use teacher assisted prompts to demonstrate and model appropriate steps in the writing process (e.g. planning, draft, revise, edit, and publish) K.51	___	___	___	___
_____	12. Write simple words, phrases, and sentences. K.52	___	___	___	___
_____	13. Begin to build a core of known words and be able to use them in their own writing. K.54	___	___	___	___