

Specifications and Instructions for Publishers

6-12 English Language Arts Instructional Materials

Evaluation Form – 2013-2014

Purpose and scope:

The 6-12 English Language Arts Instructional Materials Evaluation Form will serve as the specifications document for publishers as well as the evaluation form for reviewers for the programs specified in this document. Student Achievement Partners, a non-profit organization founded by writers of the Common Core State Standards, has issued Publishers' Criteria documents. These documents outline the key considerations for any textbook series or instructional materials program which intends to support the expectations and learning outcomes of the Common Core. The Florida 6-12 English Language Arts Instructional Materials Evaluation Form was based on the Publisher's Criteria document produced by Student Achievement Partners and serves as criteria for publishers as well as the evaluation tool for reviewers. The Publisher's Criteria document produced by Student Achievement Partners may be found at

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412> and is included in Appendix A.

English Language Arts Courses

6-8 English Language Arts

- 10000420 Intensive Writing
- 1009030 MJ Writing 1
- 1009040 MJ Writing 2
- 1001010 MJ Language Arts 1
- 1001020 MJ Language Arts 1 Advanced
- 1002000 MJ Language Arts 1 ESOL
- 1001040 MJ Language Arts 2
- 1001050 MJ Language Arts 2 Advanced
- 1002010 MJ Language Arts 2 ESOL
- 1001070 MJ Language Arts 3
- 1001080 MJ Language Arts 3 Advanced
- 1002010 MJ Language Arts 3 ESOL

9-12 English Language Arts

- 1009300 Writing 1
- 1009310 Writing 2
- 1001300 English Skills 1
- 1001310 English 1
- 1001320 English Honors 1
- 1002300 English 1 Through ESOL
- 1001330 English Skills 2
- 1001340 English 2
- 1001350 English Honors 2
- 1002310 English 2 Through ESOL

- 1001360 English Skills 3
- 1001370 English 3
- 1001380 English Honors 3
- 1002320 English 3 Through ESOL
- 1001390 English Skills 4
- 1001400 English 4
- 1001410 English Honors 4
- 1002520 English 4 Through ESOL
- 1001405 English 4: Florida College Prep

Organization:

The review instrument has five main categories along with corresponding sub-categories:

- I. Alignment to Common Core Standards (includes non-negotiables)
 - A. Quality of Text
 - B. Quality of Questions and tasks
 - C. Writing
 - D. Instruction and Assessment
- II. Alignment to Florida’s Expectations
- III. Content
 - A. Key Criteria for Reading and Text Selections
 - B. Key Criteria for Comprehension Instruction, Questions, and Tasks
 - C. Key Criteria for Writing Instruction and Tasks
 - D. Key Criteria for Speaking and Listening
 - E. Key Criteria for Language
- IV. Presentation
 - A. Usefulness
 - B. Focus of instructional materials
- V. Learning

The first category contains the non-negotiables in the areas of quality of text, questions and tasks, writing, and instruction and assessment. The second category addresses the necessity for the materials to meet a broad range of learning needs, reinforce application of content area standards in other subject areas, and contain assessment materials as well as elements of universal design. The third category, along with subcategories, pertains to content and evaluates the program’s alignment to the Common Core State Standards for English Language Arts and is based on guidance produced by the writers of the standards. The fourth category pertains to approach, format, and style: it measures the materials against a variety of benchmarks for high-quality, accessible design that engages students of *all* abilities and helps teachers deliver high-quality instruction. The final category focuses on areas such as student motivation, the need for explicit instructional strategies and student involvement.

Program Design:

It is important that the program meets the needs of Florida's students and teachers. A number of different components included in the evaluation document capture the overall quality of the program's design. It is important that the program design include access for all students including English Language Learners (ELL) and students with disabilities.

For ELLs, features are important in establishing the readability of instructional material language and concepts including:

- language that clarifies, simplifies, and explains information
- transition words such as "yet," "also," "next," "for example," "moreover," or "however"
- words with concrete and specific images
- active rather than passive voice
- varied sentence structures and avoidance of both choppy sentences and unnecessary words
- specific questions or directions to guide student attention to visuals or key information
- chunking text
- visuals that are relevant, clear, vivid, and simple enough for students to understand
- quantity of visuals suitable for the intended students
- visuals that contain information in a form different from the text
- graphs, charts, maps, and other visual representations integrated at their point of use

Instructional materials should include multilingual glossaries/dictionaries with content area vocabulary translated into Florida's primary languages: Spanish, Haitian-Creole, Portuguese, Vietnamese, French, Arabic, Chinese, Russian, Tagalog and Urdu.

Textbooks and digital materials should include Spanish written and oral language instructional materials, including worksheets, assessments, audio support and other teacher support tools.

For ESE students, all special education students are entitled to grade level accessible instructional materials, therefore publishers who submit material for consideration will be required to incorporate strategies, materials, activities, accessibility, etc. that consider the special needs of these students. In providing for students with special needs, Florida evaluators should consider the guidelines and information provided by the National Center on Universal Design for Learning at www.UDLCenter.org.

Providing access in a timely manner to both appropriate and accessible instructional materials (AIM) is an inherent component of the provision of a free and appropriate public education (FAPE) under the Individuals with Disabilities Education Act of 2004 (IDEA) for students with disabilities (34 Code of Federal Regulations [CFR] 300.210(b)(3)). The individual educational plan (IEP) team is responsible for determining if a student needs accessible instructional materials, the format of such materials, and the necessary related accommodations for the student to participate in the general curriculum. One way to provide AIM is by ensuring that programs include flexible digital instructional materials.

Flexible Digital Instructional Materials

All instructional materials must be provided in formats that are appropriate and accessible for students with disabilities and struggling students to ensure that all students can effectively and independently complete instructional activities addressing the common core standards. The following are features that should be available in all digital and online instructional materials.

Presentation Features

- Fonts can be adjusted in type and size.
- Font colors and background colors can be adjusted.
- High contrast color settings are available.
- Text-to-speech tools are included or text can be selected and used with text-to-speech utilities.
- Text-to-speech tools read math formulas correctly.
- All images have alt tags.
- All videos are captioned.
- Text, image tags, and captioning can be sent to refreshable Braille displays.

Navigation Features

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.
- All navigation elements and menu items have keyboard shortcuts.
- All navigation information can be sent to refreshable Braille displays.

Study Tools

- Highlighters are provided in the 4 standard colors (yellow, rose, green, blue).
- Highlighted text can be automatically extracted into another document.
- Note taking tools are available for students to write ideas online as they are processing curriculum content.
- Resizable digital calculators are available in all math materials.

Assistive Technology Supports

- Assistive technology software can be run in the background. Examples include:
 1. Magnification
 2. Text-to-speech
 3. Text-to-American Sign Language
 4. On-screen keyboards
 5. Switch scanning controls
 6. Speech-to-text

Flexible digital materials can also support all students within a Universal Design for Learning framework, not just students with disabilities. A feature that supports a student with a disability can also be used by other students. For example, text-to-speech and text-to-audio tools can be used as a reading scaffold for any student who struggles with decoding text. These tools can also be used by gifted students to convert print to audio so they can listen to the content while multi-tasking. Being able to adjust the size of menus and navigation elements helps students who are using switch systems to control a computer as well as help any students use the instructional materials on smaller screens, such as a mobile device or tablet.

Accommodations and Modifications

The following definition from the Department of Education guide *Accommodations: Assisting Students with Disabilities (2010)* is of help in addressing the ways that materials may be developed or altered to meet the needs of students of varied abilities:

Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]).

Examples of accommodations include:

- do not lessen achievement expectations.
- are a wide range of techniques and support systems that help students with disabilities work around any limitations that result from their disability. Examples include Braille textbooks or digital text.
- may be needed by one student but frequently can benefit many or most students in a classroom.
- should be enabling, necessary, and used congruently for both instruction and assessment

Specific suggestions for types of accommodations and methods for integrating accommodations into instruction are located within the guide, *Accommodations: Assisting Students with Disabilities (2010)*, which can be accessed at <http://www.fldoe.org/ese/pdf/accomm-educator.pdf>.

Modifications, on the other hand, are changes that can be made to WHAT students are expected to learn. They are used primarily for students with disabilities for whom the (IEP) team deems grade level expectations as inappropriate who are not pursuing a standard diploma. Modifications change the goals and expectations for students and instruction for these students becomes a modified curriculum.

Examples of modifications include:

- partial completion of program or course requirements;
- curriculum expectations below age or grade level;
- alternate assessment criteria; and
- alternate curricular goals.

For additional information regarding the use of accommodations or modifications for students with disabilities, please access the following document containing a list of the State of Florida Discretionary Projects at <http://www.fldoe.org/ese/pdf/ProjectsListing.pdf>.

Although Florida is not having a separate call for ESE, that is not to say that all materials will be equally suitable for all children. Florida's state instructional materials reviewers may identify some submissions as "especially suitable" for a particular group of students. Some groups may be reading below grade level or above grade level, may include reluctant readers or may have disabilities. Reviewer comments appear with adopted titles in the Florida Catalog of Adopted Materials and serve as a guide for teachers and/or administrators in search of materials.

Scoring:

Evaluation of the instructional materials involves an evaluation rubric that is designed for reviewers to use in determining a final score from among sub-scores of the various categories. It is divided into two parts:

- Non-negotiable requirement section
- Scored sections

Although evaluation of the non-negotiable requirements section does not result in a score, the results determine whether or not reviewers continue reviewing the remainder of the evaluation rubric to generate a final score. A draft of the evaluation rubric is available in Appendix B.

Section 1: Non-negotiable requirements

At the heart of the Common Core Standards is a substantial shift in literacy instruction that demands a focus on high-quality texts, high-quality text-dependent and text-specific questions, and writing to sources. A high-quality literacy curriculum aligned with the Common Core State Standards will not be a set of repackaged materials, but will reflect a rich and diverse instructional approach fully aligned with these shifts. In order to measure a program's adherence to these shifts, we have detailed nine non-negotiable requirements that address the:

- quality of text
- questions and tasks
- writing
- instruction and assessment.

A program *must* pass each of these requirements in section 1 of the evaluation rubric in order to be considered for approval. If a program does not meet *all* of the non-negotiable requirements, *the materials will not be evaluated any further*. Because these non-negotiable elements are considered a first-pass, they do not have a numeric component. Rather, each one will be given one of two ratings:

- 1:** meets requirement
- 0:** does not meet requirement

Overview of Scorable Sections: 2, 3, 4, 5

The key purpose for the remainder of the evaluation rubric is to ensure that the instructional program meets the needs of Florida's students and teachers in a variety of different categories. Evaluation items within each category explain the expectation of quality in the program's design, and reviewers will evaluate each item using the following rating scale:

- 3:** exceeds expectations
- 2:** meets expectations
- 1:** partially meets expectations
- 0:** does not meet expectations

Described below are the various evaluation categories for each of the remaining sections, the list of topics addressed within each category, and the range of acceptable scores.

Section 2: Alignment to Florida’s Expectations

This section contains five evaluation items that depict Florida’s expectations for alignment, Common Core State Standards implementation, assessment, and instructional needs of all students. The recommended minimum score is 10 out of a total of 15 possible points.

Section 3: Content

The quality of instructional content throughout the program materials is the focus of this evaluation. This section is tightly aligned with the Common Core State Standards and includes five sub-categories that collectively require a recommended minimum score 124 points out of a total of 186 possible points:

1. Key Criteria for Reading and Text Selection - eighteen items with a maximum of 54 points
2. Key Criteria for Comprehension Instruction, Questions, and Tasks – twenty-two items with 66 possible points
3. Key Criteria for Writing Instruction and Tasks –ten items with a maximum of 30 points possible
4. Key Criteria for Speaking and Listening – four items with a maximum of 12 points possible
5. Key Criteria for Language - eight items with a maximum of 24 points possible

One important note to make in terms of text selection is a study on text complexity and density that was prepared for the Florida Department of Education in June 2012 and may be accessed at: <http://www.fldoe.org/arra/pdf/ReportJune2012.pdf>. The following summary information regarding this analysis will be beneficial:

“In ELA/reading, the literary selections—fiction (short story) and autobiography (personal narrative)—were the most comparable across the high school and college course materials, while the expository pieces—persuasive essay and instructional text—showed the largest gap, with the college selections being more syntactically complex, as well as requiring readers to make more inferences to fully understand nuances of the authors’ ideas. A notable difference between the high school and college materials was in the length of the passages, with the college materials providing much longer selections. This result may be an artifact of the paired courses for which materials were reviewed—English composition—and high school students are likely required to read longer texts in other classes; however, it is worth noting that in college, longer readings are required for a writing course. These results suggest that high school students may need to read and analyze more syntactically and conceptually complex expository texts in order to be prepared for college-level reading.”

Section 4: Presentation

The program’s presentation pertains to the usefulness of the various resources intended for both the teacher and students. This includes technology resources. The minimum recommended score for both sub-categories is 30 out of 45 points.

- a. Usefulness – eight items with 24 points possible
- b. Focus of Instructional Materials – seven items with 21 points possible

Section 5: Learning

This last section of the evaluation rubric contains twelve items with a maximum of 36 points and a minimum recommended score of 24 points.

Major Priorities for Instructional Materials - Content, Presentation, Learning

The priorities as described in this specification document were developed from research findings about what makes instructional materials effective. These priorities have undergone review by individuals who have served on state and district committees, by curriculum specialists, by instructional designers, by evaluation specialists, and by administrators of the statewide adoption system.

Instructional materials must be effective in three major priority areas: content, presentation, and learning. The following sections describe essential features for each of these priority areas. These features generally apply to all formats of instructional materials, whether print or other media/multiple media formats.

Content

Some features of content coverage have received progressively more attention over the past decade. These features include:

- A. Alignment with Curriculum Requirements**
- B. Level of Treatment of Content**
- C. Expertise for Content Development**
- D. Accuracy of Content**
- E. Currentness of Content**
- F. Authenticity of Content**
- G. Multicultural Representation**
- H. Humanity and Compassion**

A. ALIGNMENT WITH CURRICULUM REQUIREMENTS

Content must align with the state’s standards for the subject, grade level, and learning outcomes. See Sections 1006.34(2)(b); 1006.38(3)(b); 1006.31(2), Florida Statutes.

Correlations: Publishers are expected to provide correlation reports in the provided form to show exactly where and to what extent (mentioned or in-depth) the instructional materials cover each required standard.

Scope: The content should address Florida’s required curriculum standards for the subject, grade level, and learning outcomes, including thinking and learning skills.

Completeness: The content of the major tool should be complete enough to stand on its own. To be useful for classroom instruction, instructional materials must be adaptable to the instructional goals and course outlines for individual school districts, as well as the state standards. Content should have no major omissions in the required content coverage and be free of unrelated facts and information that would detract from achievement of Florida’s standards.

B. LEVEL OF TREATMENT OF CONTENT

The level of complexity or difficulty of content must be appropriate for the standards, student abilities and grade level, and time periods allowed for teaching. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Objectives: Content should be simple, complex, technical, or nontechnical enough for the intended objectives.

Students: Content should be developmentally appropriate for the age and maturity level of the intended students. It should contain sufficient details for students to understand the significance of the information presented and to engage in reflection and discussion.

Time: The level of complexity or difficulty of content also should allow for its coverage during the time periods available for teaching the subject.

C. EXPERTISE FOR CONTENT DEVELOPMENT

Expertise in the content area and in education of the intended students must be reflected in the authors, reviewers, and sources that contributed to the development of the materials. See Section 1006.38(14), Florida Statutes.

Authorship: The authors, consultants, and reviewers must have actually contributed to the development of the instructional materials and should have credentials that reflect expertise in the subject area, course, course category, grade level, pedagogy, education, teaching, or classroom instruction. Qualifications may include expertise in educational psychology or instructional design.

Sources: Primary and secondary sources should reflect expert information for the subject, such as relevant data from research journals, and other recognized scientific sources. The type of sources considered appropriate will vary with the particular subject area.

D. ACCURACY OF CONTENT

Content must be accurate in historical context and contemporary facts and concepts. See Sections 1006.38(8); 1006.31(2)(e); 1006.35, Florida Statutes.

Objectivity: Content that is included in the materials should accurately represent the domain of knowledge and events. It should be factual and objective. It should be free of mistakes, errors, inconsistencies, contradictions within itself, and biases of interpretation. It should be free of the biased selection of information. Materials should distinguish between facts and possible interpretations or opinions expressed about factual information. Visuals or other elements of instruction should contribute to the accuracy of text or narrative.

Representativeness: The selection of content should not misrepresent the domain of knowledge and events. It should include the generally accepted and prevalent theories, major concepts, laws, standards, and models used within the discipline of the subject area.

Correctness: Presentation of content should be free of typographical and visual errors. It should include correct grammar, spelling, linguistics, terminology, definitions, descriptions, visuals, graphs, sounds, videos, and all other components of the instructional materials.

E. CURRENTNESS OF CONTENT

Content must be up-to-date for the academic discipline and the context in which the content is presented. See Sections 1006.38(8); 1006.31(2)(e), Florida Statutes.

Dates or editions: Copyright dates for photographs and other materials and editions should suggest sufficient currentness of content. Copyright dates and editions serve as indicators about currentness. However, neither the copyright date nor the edition guarantees currentness. Subsequent editions should reflect more up-to-date information than earlier editions.

Informed examination of the text, narrative, and visuals contained in the materials provides the most direct information about currentness of the materials.

Context. Text or narrative, visuals, photographs, and other features should reflect the time periods appropriate for the objectives and the intended learners.

- Sometimes context should be current. For example, a photograph used to show stages of human growth and development will be more relevant when the clothing, hairstyles, and activities reflect present-day styles.
- Sometimes context should be historical. For example, illustrations and photographs of historical events should reflect the historical time period.
- Sometimes context should be both current and historical. For example, historic images alongside modern ones would convey changes in styles over time.
- At all times the context should be relevant to the learner, to the Curriculum Frameworks, and to the concept presented.

F. AUTHENTICITY OF CONTENT

Content should include problem-centered connections to life in a context that is meaningful to students. See Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes.

Life connections: Instructional materials should include connections to the student’s life situations in order to make the content meaningful. Students might be expected to deal with time constraints, consider risks and trade-offs in decision-making, and work with teams. Connections may be made to situations of daily home life, careers, vocation, community events and services, and leisure or recreation.

Interdisciplinary treatment: Instructional materials also should include interdisciplinary connections in order to make content meaningful. Examples of situations that connect a variety of subject areas include building projects, playing sports, retrieving information or objects, balancing budgets, creating products, and researching information. In addition to subject area connections, instructional materials should connect the course or course category to other disciplines. Examples of approaches to interdisciplinary connections include: explanations and activities for using skills and knowledge from other academic disciplines; assignments that require students to relate learning from other disciplines rather than to isolate knowledge or skills; the focus on common themes across several subject areas (infusion, parallel, transdisciplinary, or multidisciplinary instruction).

G. MULTICULTURAL REPRESENTATION

Portrayal of gender, ethnicity, age, work situations, and various social groups must include multicultural fairness and advocacy. See Sections 1003.42; 1006.31(2)(a); 1006.34(2)(b), Florida

Statutes.

Multicultural fairness: Through balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles, the materials should support equal opportunity without regard for age, color, gender, disability, national origin, race, or religion. It is not the number of pages devoted to diversity, equity, or work roles, but the substance of what is stated and portrayed that matters most. For this reason, it can be misleading to count the number of pages or illustrations devoted to a social issue or group. It is more important to focus on the integration of social diversity throughout a set of instructional materials.

In addition to balanced representations, the portrayal of individuals and situations must exclude biases and stereotypes. These portrayals must promote an understanding and appreciation of the importance and contributions of diverse cultures and heritage.

Multicultural advocacy: The understanding and appreciation of multiple cultures extends beyond fair representation. It involves embracing a multicultural context, not just through pictures, but through information about ways to honor differences and deal with conflicts, promote a positive self-image for members of all groups, and provide for the development of healthy attitudes and values.

Effective treatment of multicultural issues requires consideration of the age and ability levels of students and whether or not it is appropriate to include multicultural issues in the study of a particular topic, such as the memorization of a formula or equation. Overall, however, materials should reflect both multicultural fairness and advocacy.

H. HUMANITY AND COMPASSION

Portrayal of the appropriate care and treatment of people and animals must include compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. See Sections 1003.42; 1006.31(2)(c); 1006.34(2)(b), Florida Statutes.

Inclusion of compassion: When providing examples in narrative or visuals, materials sometimes depict the care and treatment of people and animals. Generally, this means showing in some way a measure of compassion, sympathy, or consideration of their needs and feelings.

Exclusion of inhumanity: In the context of personal and family values, Florida expressly prohibits material containing *hard-core pornography*. In addition, although the definition of *inhumane treatment* can sometimes appear to be controversial, as in science research, there is general agreement that instructional materials should not advocate any form of inhumane treatment.

As with the evaluation of multicultural representation, it is important to consider the context of the subject and the age and abilities of the students.

Presentation

Features of presentation affect the practical usefulness of materials and the ease of finding and understanding content. These features include:

- A. Comprehensiveness of student and Teacher Resources**
- B. Alignment of Instructional Components**
- C. Organization of Instructional Components**

- D. **Readability of Instructional Materials**
- E. **Pacing of Content**
- F. **Ease of Use of Materials**

The following sections describe the presentation features expected for each of these areas.

A. COMPREHENSIVENESS OF STUDENT AND TEACHER RESOURCES

Resources must be complete enough to address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course. See Sections 1006.29(2); 1006.34(2)(b), Florida Statutes.

Materials should contain support for students in completing instructional activities and assessments and for teachers in implementing all of the instructional elements. A variety of components can accomplish this purpose. Typically, materials will include test items, study guides, outlines and strategies for teaching, media supplements, learning activities, and projects.

The major components generally expected for student and teacher resources are listed below.

Student resources: Student materials typically include the major resource or program with text or narration, visuals, assignments, and assessments. Formats may include print, audio, visual, computer, or other media like CDs, DVDs, PPTs, or software adaptable for Smart Boards.

Effective instructional materials generally integrate the use of reference aids (e.g., index, glossary, maps, bibliography, graphic organizers, and pictures) with the topic being studied. Items that guide students through materials might include clearly labeled materials, directions and explanations, and assignments with menus of choices.

Review and practice activities might include participation activities such as digital simulations, role-playing situations, investigations, and hands-on practice assignments. Review activities might include self-checks or quizzes. Formats might include digital education games, student tutorials, worksheets, workbooks, journals, lab books, lab logs, charts, or maps. Feedback might be in the form of answer keys in student materials or in teacher materials.

Review works best as a logical extension of content, goals, objectives, and lessons, with increased similarity to real-life situations. Review activities should require students to recall or apply previously taught knowledge and skills. Frequent short reviews over time or space improve learning more than a concentrated review. Assignments and stages of small practice improve speed and accuracy.

Other components might include enrichment and remediation activities, additional resources, and tests and assessment tools either in the student materials or in the teacher's guide or edition.

Teacher resources: Teacher materials typically include a teacher's edition with the annotated student text and copies of supplementary materials (print or digital) with answer keys, worksheets, tests, diagrams, etc., so that the teacher has to use only one guide. In-service training, workshops, and consulting services should be made available by publishers to support teachers in implementing instructional materials. Professional development is essential to the success of any program, especially when a program contains non-traditional elements. Publishers should clearly indicate the

recommended amount and types of professional development that they will provide, and they should work with districts and schools to ensure that teachers receive the support that they need. The materials for the teacher should support continued teacher learning.

Support, guidelines, resources, or features such as the ones described below should be available to help teachers effectively implement materials in classroom and school settings.

- (1) **Components and materials are easy to use:** Examples include clearance, license, or agreement for copying and use of materials; clear description and accurate directions for use of required equipment, facilities, resources, and environment; clearly labeled grade, lesson, content, and other information to identify components; and correct specifications for making instructional media and electronic programs work effectively.
- (2) **Materials support lesson planning, teaching, and learning:** Examples include overview of components and objectives; background for lectures and discussions; technical terminology, and reinforcement and review strategies; scope and sequence chart for activities and planning; sample lesson plans; suggestions for individualized study, small-group and large-group presentations and discussions, school-to-work activities, field or laboratory experiences, safety procedures, and other extension activities; suggestions for integrating themes across the subject area or course curriculum and forming connections to other disciplines; and suggestions for parental and community involvement.
- (3) **Suggestions are provided for adapting instruction for varying needs:** Examples include alternative approaches to teaching, pacing, and options for varied delivery of instruction such as media, tools, equipment, and emerging technology; strategies for engaging all students, such as open-ended questions to stimulate thinking, journals, hands-on investigations, explorations, and multisensory approaches; suggestions for addressing common student difficulties or adapting to multiple learning styles; and alternative reteaching, enrichment, and remediation strategies.
- (4) **Guidelines and resources are provided on how to implement and evaluate instruction:** Examples include answers to work assignments, practice activities, and tests; sample projects or research results; suggestions for using learning tasks for classroom assessment; and guidelines for alternative assessments, such as sample checklists, rubrics, peer or performance assessments, and portfolios.
- (5) **Resources are provided to use in classroom activities:** Examples include technology resources; lists of resources and references, reading strategies, materials to use for displays or photocopies, classroom management strategies and documentation on how to manage the entire instructional program; and in-service workshops or consultation support from the publisher.

B. ALIGNMENT OF INSTRUCTIONAL COMPONENTS

All components of an instructional package must align with each other, as well as with the curriculum. See Sections 1006.34(2)(b), Florida Statutes.

All components of an instructional package—teacher’s edition and materials, student’s edition and materials, workbook, supplementary materials, and others—must be integrated and interdependent

and must correspond with each other. For example, support materials in the teacher’s edition should align with student activities or assignments. They must match in content and progression of instructional activities.

C. ORGANIZATION OF INSTRUCTIONAL MATERIALS

The structure and format of materials must have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences. See Sections 1006.34(2)(a); 1006.34(2)(b), Florida Statutes.

Providing an explicit and teachable structure can double the amount of information remembered. Clear organization allows students and teachers to discriminate important pieces of information through skimming, reading, or browsing. Clear organization may be accomplished through a combination of features, but generally not through one feature alone.

Access to content: Some features help in searching and locating information, such as a table of contents; pull-down menu or sitemap of content; directions on how to locate information or complete assignments; an index for quick reference; goals and/or objectives, outlines, lists, or checklists for major sections; bibliographies and lists of resources; glossaries for quick access to major terms; and introductions, key concepts and themes, visual cues, illustrations, labeled examples, and labeled reviews or summaries.

Visible structure and format: At-a-glance features should signal the organization of content. The following features are desirable:

- Chapter or unit titles and/or frames;
- Headings and subheadings;
- Typographic cues such as bold, italics, or changes in size of type;
- Divisions of content such as borders, boxes, circles, highlighting, visual signposts, icons, or color cues;
- Diagrams, labels, and visuals placed near the related content; and numbering of pages and other components.

Objectives or a content outline may serve a similar purpose by introducing main ideas, providing guideposts to use in searching for key information, or serving as a checklist for self-assessment. Certain types of brief narrative sections also contribute to clear organization. For example, the statement of a clear purpose with content organized around main ideas, principles, concepts, and logical relationships supports the unity and flow of information. Introductions also play a major role when they include anchoring ideas, a list of key points, or conceptual schemes such as metaphors. Summaries also can assist students in understanding the logical order of topics presented.

Logical organization: The pattern of organization of the content should be consistent and logical for the type of subject or topic. Patterns of organization may include comparison and contrast, time sequence, cause-effect or problem-solution-effect, concrete to abstract, introduction-review-extension (spiral structure), simple-to-complex, whole-part or part-whole, generalization-examples-review-practice, and conflict-inside view-structure.

D. READABILITY OF INSTRUCTIONAL MATERIALS

Narrative and visuals should engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Language style: Language style and visual features can influence the readability of materials. Yet, a popular tool for assessing readability has been the use of a *readability formula* of one type or another. These formulas tend to focus only on a few *countable* characteristics of language style such as the length of words, sentences, and/or paragraphs.

Other features are more important in establishing the readability of instructional materials, such as: organized, coherent text language and concepts familiar to the student; language that clarifies, simplifies, and explains information; transition words such as “yet,” “also,” “next,” “for example,” “moreover,” or “however;” other phrases that create logical connections; words with concrete and specific images; active rather than passive voice; varied sentence structures and avoid both choppy sentences and unnecessary words; and specific questions or directions to guide student attention to visuals or key information.

Visual features: Visual features that improve readability include print that is dark and clear, with good contrast paper with clean-cut edges without glare, or computer screens without glare margins wide enough on a page or screen to allow easy viewing of the text chunking (sentence ends on same page as it begins); visuals that are relevant, clear, vivid, and simple enough for students to understand quantity of visuals suitable for the intended students—both lower ability students and higher ability students tend to require more visuals; unjustified text (ragged on the right) rather than justified (lined up on the right); visuals that contain information in a form different from the text; graphs, charts, maps, and other visual representations integrated at their point of use; and colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of the intended students.

E. PACING OF CONTENT

The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

It is important that materials contain “bite-size” chunks or blocks of information. The chunks should not be so large, nor the pacing so fast, as to overwhelm students. Neither should the chunks be so small, nor the pacing so slow, as to bore them.

F. EASE OF USE OF MATERIALS

Both print and other media formats of instructional materials must be easy to use and replace and be durable enough for multiple uses over time. See Sections 1006.29(4); 1006.38(3)(a); 1006.34(2)(b); 1006.38(5); 1006.38(6)(7)(8)(9), Florida Statutes.

Warranty: The actual physical and technical qualities of materials should match the description contained in the publisher’s warranty.

Use: Materials must be designed for practical use in the classroom and school environments. They must be easy to identify and store. Teachers and students must be able to access and use the materials. Some of the factors influencing their ease of use include number of components, size of components, packaging, quality of materials, equipment requirements, and cost to purchase or replace components.

The best choice about weight, size, and number of volumes depends on several factors, such as the organization of the content, how well separate volumes may fit time periods for instruction, and the ages of students. Technical production requirements, such as page limits or different types of bindings, may lead to multiple volumes.

Examples of classroom use include repeated copying of consumable materials and repeated use of other materials by students over time. Students should be able to easily use the materials and take home, in a convenient form, most of the material they need to learn for the course.

Technology-rich resources should work properly without the purchase of additional software and run without error. Electronic media for student use should be encoded to prevent accidental or intentional erasure or modification. As with textbooks, electronic media should allow students to easily access and interact with them without extensive supervision or special assistance.

The physical and technical qualities of materials should match with the resources of the schools. Materials such as videos, software, CDs, Internet sites, and transparencies may serve instructional purposes well but have little value unless they can be implemented with the school's equipment. Publishers should include training, in-service, and consultation to help in effective use of the materials.

Durability: Students and teachers should be able to have materials that will be durable under conditions of expected use. For example, boxes, books, or other materials should not fall apart after normal classroom use. The packaging and form of materials should be flexible and durable enough for multiple uses over time. Durability includes considerations such as high-quality paper, ink, binding, and cover back, joints, body block and individual pages; worry-free technology that runs properly, with easy to hear, see, and control audio and visuals; and the publisher's guarantee for replacement conditions and agreements for reproduction needed to effectively use the materials.

Cost: *Florida's Commissioner of Education will consider the impact of cost in making final decisions.* Cost, while not a direct factor in ease of use, influences the ease with which materials can be obtained or replaced. The impact of cost can be complex to estimate. It requires considering the number of materials available at no additional cost with the purchase of the major program or text, the cost over the adoption period of several years, and the number of free materials to support implementation. Attractive features such as higher quality paper and visuals and greater use of color may escalate cost, without enhancing learning effectiveness.

Learning

The following features have been found to promote learning and apply to most types of learning outcomes.

- A. **Motivational Strategies**
- B. **Teaching a Few "Big Ideas"**
- C. **Explicit Instruction**
- D. **Guidance and Support**
- E. **Active Participation**
- F. **Targeted Instructional Strategies**

G. Targeted Assessment Strategies

The following sections describe the learning features expected for each of these priority areas.

A. MOTIVATIONAL STRATEGIES

Instructional materials must include features to maintain learner motivation. See Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Expectations: Materials should positively influence the expectations of students. Examples include: positive expectations for success; novel tasks or other approaches to stimulate intellectual curiosity; meaningful tasks related to student interests, cultural backgrounds, and developmental levels; activities with relevance to the student’s life; thought-provoking challenges such as paradoxes, dilemmas, problems, controversies, and questioning of traditional ways of thinking; challenges that are neither too difficult to achieve nor so easy that students become bored; hands-on tasks in a concrete context, and images, sounds, analogies, metaphors, or humorous anecdotes; and variety, including the opportunity for students to ask their own questions, set their own goals, and make other choices during learning.

Feedback: Materials should include informative and positive feedback on progress. Examples include: frequent checks on progress, including testing; explanatory feedback with information about correctness of responses, how to avoid or correct common mistakes, and/or different approaches to use; and varied forms of assessments (self-assessment, peer assessment, and some learning tasks without formal assessments).

Appearance: Materials should have an appearance generally considered attractive to the intended students.

B. TEACHING A FEW “BIG IDEAS”

Instructional materials should thoroughly teach a few important ideas, concepts, or themes. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Focus: Thoroughly teaching a few big ideas provides focus for the learner’s attention. It provides an organizing framework for integrating new information.

Completeness: The thorough teaching of a few big ideas may focus on developing a deeper and more complete understanding of the major themes of a discipline, the content of the subject area, relationships to other disciplines, and the thinking and learning skills required for achieving the specified learning outcomes.

C. EXPLICIT INSTRUCTION

Instructional materials must contain clear statements of information and outcomes. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Clarity of directions and explanations: To support success in learning, instructional materials should include clear presentation and explanations of purposes, goals and expected outcomes, concepts, rules, information and terms, models, examples, questions, and feedback.

For example, development of specific thinking skills requires an explicit statement of the particular *thinking skills* to be learned, along with the *strategies* or *steps to follow*. Explicit instruction for thinking skills might also involve showing *examples* of successful thinking contrasted with examples of poor thinking processes.

Similarly, the development of learning skills requires explicit directions about *when* and *how* to do activities such as note taking, outlining, paraphrasing, abstracting and analyzing, summarizing, self-coaching, memory strategies, persistence, preview and questioning, reading and listening, reflecting, and reciting.

Exclusion of ambiguity: Instructional materials should avoid terms and phrases with ambiguous meanings, confusing directions or descriptions, and inadequate explanations.

D. GUIDANCE AND SUPPORT

Instructional materials must include guidance and support to help students safely and successfully become more independent learners and thinkers. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Level: The type of guidance and support that helps students to become more independent learners and thinkers is sometimes referred to as *scaffolding*. Scaffolding is a solid structure of support that can be removed after a job has been completed. As students gain proficiency, support can diminish, and students can encounter more complex, life-centered problems. Information and activities should provide guidance and support at the level that is needed—no more and no less. Too much support can squelch student interest and too little can lead to failure.

Guidance and support can be accomplished by a combination of the following features: organized routines; advance organizers or models such as condensed outlines or overviews, simplified views of information, visual representations of new information during initial instruction, sample problems, questions to focus on key ideas or important features; examples of solved problems; explanations of how the problems were solved; examples of finished products or sample performances; analogies, metaphors, or associations to compare one idea to another; prompts or hints during initial practice; step-by-step instructions; immediate and corrective feedback on the accuracy of performance of each step or task, on how to learn from mistakes, and on how to reach the correct answer; simulations with features for realistic practice; and opportunities for students to do research; and to organize and communicate results.

Adaptability: Guidance and support must be adaptable to developmental differences and various learning styles. For example, young children tend to understand concepts in concrete terms and over-generalize new concepts. Some students need more time, some tend to be more impulsive than reflective, some have trouble distinguishing relevant from irrelevant information, and some have better written than spoken language skills.

Approaches for developmental differences and learning styles of students include a variety of *activities* such as structured and unstructured activities; independent and group work, teacher-directed and discovery learning, visual and narrative instruction, hands-on activities, open-ended activities, practice without extrinsic rewards or grades; simple, complex, concrete, and abstract examples; variable pacing or visual breaks; and a variety of *modalities* for the various learning styles of students, such as linguistic-verbal, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

E. ACTIVE PARTICIPATION OF STUDENTS

Instructional materials must engage the physical and mental activity of students during the learning process. See Sections 1006.31(2)(e); 1006.34(2)(b), Florida Statutes.

Assignments: Instructional materials should include organized activities of periodic, frequent, short assignments that are logical extensions of content, goals, and objectives.

Student responses: Assignments should include questions and application activities during learning that give students opportunities to respond. Active participation of students can be accomplished in a variety of ways. For example, information and activities might require students to accomplish types of activities that include: respond orally or in writing; create visual representations (charts, graphs, diagrams, and illustrations); generate products; generate their own questions or examples; think of new situations for applying or extending what they learn; complete discovery activities; add details to big ideas or concepts from prior knowledge; form their own analogies and metaphors; practice lesson-related tasks, procedures, behaviors, or skills; and/or choose from a variety of activities.

F. TARGETED INSTRUCTIONAL STRATEGIES

Instructional materials should include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements. See Sections 1006.31(2)(e); 1006.34(2)(b); 1003.42, Florida Statutes.

Alignment: Research has documented the strategies that effectively teach different types of learning outcomes. The learning strategies included in instructional materials should match the findings of research for the targeted learning outcomes. Different types of learning outcomes require different strategies. For example, a strategy for memorizing verbal information might be helpful, but it would not align with the strategies required for learning a concept or for learning how to solve a problem.

Completeness: Not only should strategies be aligned, they also should be complete enough to effectively teach the targeted outcomes. For example, while the explanation of a problem-solving method or model would be appropriate, other strategies also would be necessary in order for students to learn how to resolve different types of problems.

Research summary: Researchers sometimes use different terms for some similar outcomes. For example, *thinking skills* and *metacognition* refer to some of the same types of skills. The following alphabetical list includes terms as they appeared in research, even though some terms clearly overlap with each other.

attitudes	motor skills
cognitive strategies	multiple intelligences
comprehension/ understanding	problem solving
concepts	procedural knowledge, principles, and rules
creativity	scientific inquiry
critical thinking	thinking skills
insight	verbal information, knowledge, or facts
metacognition	

The following section summarizes the research findings for each of these types of learning outcomes.

Effective Teaching Strategies

Teach *Attitudes*

- Explain and show consequences of choices, actions, or behaviors.
- Provide relevant human or social models that portray the desired choices, actions, or behaviors.

Teach *Reading*

- Monitor and reflect upon the effectiveness of the reading process used.
- Provide appropriate reading strategies.
- Link instruction to effective reading.

Teach *Cognitive Strategies*

- Monitor and reflect upon the effectiveness of the reading process used.
- Encourage and/or teach:
 - Organizing and summarizing information;
 - Self-questioning, self-reflection, and self-evaluation;
 - Reference skills; and
 - When and how to use these different skills.

Teach *Comprehension/Understanding*

- Outline, explain, or visually show what will be read/learned in a simple form.
- Explain with concrete examples, metaphors, questions, or visual representations.
- Require students to relate new readings to previously learned information.
- Require students to paraphrase or summarize new information as it is read.
- Require students to construct a visual representation of main ideas (map, table, graphs, Venn diagram, etc.).
- Give students opportunities to add details, explanations, or examples to basic information.
- Require application of knowledge or information.

Teach *Concepts*

- Provide clear understanding of each concept.

- Point out important and features or ideas.
- Point out examples of the concept, showing similarities and differences.
- Include practice in organizing and classifying concepts.
- Include a wide range of examples in a progressive presentation from simple to more complex examples.
- Emphasize relationships between concepts.

Teach *Creativity*

- Provide examples of creativity.
- Include models, metaphors, and analogies.
- Encourage novel approaches to situations and problems.
- Show and provide practice in turning a problem upside down or inside out or by changing perceptions.
- Encourage brainstorming.
- Include open-ended questions and problems.
- Provide opportunities of ungraded, unevaluated creative performance and behavior.

Teach *Critical Thinking*

- Create conflict or perplexity by using paradoxes, dilemmas, or other situations to challenge concepts, beliefs, ideas, and attitudes.
- Focus on how to recognize and generate proof, logic, argument, and criteria for judgments.
- Include practice in detecting mistakes, false analogies, relevant vs. irrelevant issues, contradictions, discrepant events, and predictions.
- Provide practice in drawing inferences from observations and making predictions from limited information.
- Explain and provide practice in recognizing factors or biases that may influence choice and interpretations such as culture, experience, preferences, desires, interests, and passions, as well as systematic thinking.
- Require students to explain how they form new conclusions and how and why present conclusions may differ from previous ones.

Teach *Inquiry*

- Emphasize technological design as inquiry and include discovery activities.
- Provide opportunities for experimental design.
- Provide opportunities for critical thinking.
- Facilitate the collection, display, and interpretation of data.
- Promote careful observation, analysis, description, and definition.

Teach *Metacognition*

- Explain different types of thinking strategies and when to use them.
- Encourage self-evaluation and reflection.
- Include questions that challenge students to wonder why they are doing what they are doing.
- Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

Teach *Technology*

- Provide a mental and physical model of desired performance.

- Describe steps in the performance.
- Provide practice with kinesthetic and corrective feedback (coaching).

Teach *Multiple Intelligences/Learning Modalities*

- Visual learning modality focuses on seeing, watching and looking.
- Auditory learning modality focuses on hearing and responding to verbal information and instructions.
- Motor/kinesthetic learning modality focuses on active involvement and hands-on activities.
- Verbal-linguistic dimension focuses on reasoning with language, rhythms, and inflections, such as determining meaning and order of words (stories, readings, humor, rhyme, and song).
- Logical-mathematical dimension focuses on reasoning with patterns and strings of symbols (pattern blocks, activities to form numbers and letters).
- Musical dimension focuses on appreciation and production of musical pitch, melody, and tone.
- Spatial dimension focuses on activities of perceiving and transforming perceptions.
- Bodily kinesthetic dimension focuses on use and control of body and objects.
- Interpersonal dimension focuses on sensing needs, thoughts, and feelings of others.
- Intrapersonal dimension focuses on recognizing and responding to one's own needs, thoughts, and feelings.
- Naturalist dimension focuses on appreciation of nature and the environment and on comparing, contrasting, and classifying attributes.

Teach *Problem Solving*

- Assure student readiness by diagnosing and strengthening related concept, rule, and decision-making skills.
- Provide broad problem-solving methods and models.
- Include practice in solving different types of problems.
- Begin with highly structured problems and then gradually move to less structured ones.
- Use questions to guide thinking about problem components, goals, and issues.
- Provide guidance in observing and gathering information, asking appropriate questions, and generating solutions.
- Include practice in finding trouble, inequities, contradictions, or difficulties and in reframing problems.

Teach *Procedural Knowledge, Principles, and Rules*

- Define context, problems, situations, or goals and appropriate procedures.
- Explain reasons that procedures work for different types of situations.
- Define procedures—procedures include rules, principles, and/or steps.
- Provide vocabulary and concepts related to procedures.
- Demonstrate step-by-step application of procedures.
- Explain steps as they are applied.
- Include practice in applying procedures.

Teach *Scientific Inquiry*

- Explain process and methods of scientific inquiry.
- Explain and provide examples of (a) hypotheses formation, (b) valid procedures, (c) isolating variables, (d) interpretation of data, and (e) reporting findings.

- Encourage independent thinking and avoidance of dead ends or simplistic answers.
- Require students to explain, verify, challenge, and critique the results of their inquiry.

Teach *Thinking Skills*

- Introduce different types of thinking strategies.
- Explain context or conditions of applying different strategies.
- Provide definitions, steps, and lists to use in strategies.
- Include examples of different types of thinking strategies, including how to think with open-mindedness, responsibility, and accuracy.
- Emphasize persisting when answers are not apparent.
- Provide practice in applying, transferring, and elaborating on thinking strategies.
- Integrate metacognitive, critical, and creative-thinking skills.

Teach *Verbal Information, Knowledge, or Facts*

- Provide a meaningful context to link new information and past knowledge.
- Organize information into coherent groups or themes.
- Use devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
- Identify main ideas, patterns, or relationships within information or sets of facts.

G. TARGETED ASSESSMENT STRATEGIES

Instructional materials should include assessment strategies that are known to be successful in determining how well students have achieved the targeted learning outcomes. See Sections 1006.31(2)(e); 1006.34(2)(b); 1006.38(4), Florida Statutes.

Alignment: The assessment strategies should match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter, course, or course category. Different strategies are appropriate for assessing different types of learning outcomes. For example, a strategy for testing the acquisition of verbal information would not match the requirements for testing whether or not a student has learned a concept or learned how to solve a problem.

The term “assessment,” as used in this section, refers to testing or other strategies that assess student progress as a result of learning activities. The results of such assessment provide information about where to strengthen instruction. But it is very important to ask the right questions. If the type of question matches the type of learning outcome, then students and teachers have relevant information about learning progress.

Completeness: In addition to including assessment strategies that align with the performance requirements of the targeted learning outcomes, the strategies should be complete enough to effectively assess the learner’s performance with regard to the targeted outcome. For example, a test item that requires the student to state a rule does not assess whether or not the student knows how to use the rule.

Research summary: The research summary for effective assessment strategies for different types of learning outcomes follows the same alphabetical sequence as the previous section.

Effective Assessment Strategies

Assess Attitudes:

- Provide various situations.
- Require choices about behaviors.

Assess *Cognitive Strategies*:

- Provide learning tasks.
- Require students to choose good strategies for learning and/or to learn new materials without teacher guidance.
- Require students to discuss and explain methods used for various learning tasks.

Assess *Comprehension/Understanding*:

- Provide topic.
- Require summary or restatement of information.
- Provide new context.
- Require application of information.
- Provide several statements using words different from the initial teaching.
- Require identification of the correct meaning.

Assess *Concepts*:

- Provide new examples and non-examples.
- Require identification or classification into the correct categories.

Assess *Creativity*:

- Provide new problems to “turn upside down,” study, or resolve—these could be performances, presentations, or products.
- Require products or solutions to fit within the particular functions and resources.
- Provide situations requiring novel approaches.

Assess *Critical Thinking*:

- Require students to evaluate information or results.
- Require the use of analysis and research.

Assess *Insight*:

- Provide situations for inquiry and discovery.
- Provide situations for manipulation.

Assess *Metacognition*:

- Provide different situations or problems.
- Require students to identify types of thinking strategies to analyze and evaluate their own thinking.

Assess *Multiple Intelligences/Learning Modalities*:

- Provide situations in the multiple intelligence/learning modalities that are targeted, e.g., verbal-linguistic, musical, or other learning modalities.
- Provide situations in several multiple intelligence/learning modalities, to allow choice.
- Require performance in the targeted or chosen multiple intelligence/learning modality.

Assess *Motor Skills*:

- Provide situations and resources for performance of the skill.
- Include checklist for evaluation.

Assess *Problem Solving*:

- Require students to choose types of problem-solving strategies for different situations.
- Require solutions to structured and unstructured, simple and complex problems.

Assess *Procedural Knowledge, Principles, and Rules*:

- Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
- Require students to state procedures, principles, or rules.
- Require students to choose which procedures, principles, or rules to apply in different situations.
- Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

Assess *Scientific Inquiry*:

- Provide situations or problems that require speculation, inquiry, and hypothesis formation.
- Provide research, hands-on activities, and conclusions.

Assess *Thinking Skills*:

- Require students to summarize different types of thinking strategies.
- Provide situations that require students to choose the best type of thinking strategy to use.
- Require students to detect instances of open vs. closed-mindedness.
- Require students to detect instances of responsible vs. irresponsible and accurate vs. inaccurate applications of thinking strategies.
- Provide situations that require the student's persistence in order to discover or analyze information to obtain answers to specific questions.
- Require students to apply specific thinking strategies to different real-world situations.

Assess *Verbal Information, Knowledge, or Facts*:

- Require students to recall information.
- Require students to restate information.
- Require students to understand information.

Federal Requirements for the National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Accessibility Standard (NIMAS) guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech. A National Instructional Materials Access Center (NIMAC) has been established to receive and catalog publishers' electronic files of print instructional materials in the NIMAS format.

These files will be used for the production of alternate formats as permitted under the law for students with print disabilities. Under these guidelines, “textbook” means the principal tool of instruction such as state-adopted instructional materials used in the classroom. It is a printed book or books that contain most, if not all, of the academic content a student needs to learn to meet the State or Local Education Agency’s curriculum requirements for that subject area. “Related core materials” are printed materials, other than textbooks, designed for use by students in the classroom in conjunction with a textbook and which, together with the state adopted textbook, are necessary to meet the curriculum requirements for the intended course. The materials should be directly related to the textbook and wherever possible they should be published by the publisher of the textbook. Related core materials do not include materials that are not written and published primarily for use by students in the classroom (e.g., trade books not bundled with the textbook, newspapers, and reference works) or ancillary or supplemental materials that are not necessary to meet the curriculum requirements for the intended course. For purposes of these definitions, the term “curriculum requirements for the intended course” refers to relevant curriculum standards and requirements as established by a state educational agency or local educational agency.

The details of the metadata elements required as part of the NIMAS File set will be found at <http://www.nimac.us/docs/Metadata0509.DOC>. Please note that some elements are required, while others are optional. Some fields also allow for multiple entries (e.g., subject terms).

Complete information concerning NIMAS and NIMAC can be found at <http://nimas.cast.org> and <http://www.nimac.us>. (IDEA-2004).

Questions from publishers concerning electronic files in Florida can be directed to Leanne Grillot at Leanne.Grillot@fldoe.org.

Appendix A



Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12

David Coleman • Susan Pimentel

INTRODUCTION

Developed by two of the lead authors of the Common Core State Standards and revised through conversations with teachers, researchers, and other stakeholders, these criteria are designed to guide publishers and curriculum developers as they work to ensure alignment with the standards in English language arts (ELA) and literacy for history/social studies, science, and technical subjects. The standards are the product of a state-led effort — coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers — and were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare students for college and the workforce.

The criteria articulated below concentrate on the most significant elements of the Common Core State Standards and lay out their implications for aligning materials with the standards. These guidelines are not meant to dictate classroom practice but rather to help ensure that teachers receive effective tools. They are intended to guide teachers, curriculum developers, and publishers to be purposeful and strategic in both what to include and what to exclude in instructional materials. By underscoring what matters most in the standards, the criteria illustrate what shifts must take place in the next generation of curricula, including paring away elements that distract or are at odds with the Common Core State Standards.

At the heart of these criteria are instructions for shifting the focus of literacy instruction to center on careful examination of the text itself. In aligned materials, work in reading and writing (as well as speaking and listening) must center on the text under consideration. The standards focus on students reading closely to draw evidence and knowledge from the text and require students to read texts of adequate range and complexity. The criteria outlined below therefore revolve around the texts that students read and the kinds of questions students should address as they write and speak about them.

The standards and these criteria sharpen the focus on the close connection between comprehension of text and acquisition of knowledge. While the link between comprehension and knowledge in reading science and history texts is clear, the same principle applies to all reading. The criteria make plain that developing students' prowess at drawing knowledge from the text itself is the point of reading; reading well means gaining the maximum insight or knowledge possible from each source. Student knowledge drawn from the text is demonstrated when the student uses evidence from the text to support a claim about the text. Hence evidence and knowledge link directly to the text.

DOCUMENT ORGANIZATION

This document has two parts: The first articulates criteria for ELA materials in grades 3–12 and the second for history/social studies, science, and technical materials in grades 6–12. Each part contains sections discussing the following key criteria:

- I. Key Criteria for Text Selection**
- II. Key Criteria for Questions and Tasks**
- III. Key Criteria for Academic Vocabulary**
- IV. Key Criteria for Writing to Sources and Research**

The criteria for ELA materials in grades 3–12 have one additional section:

- V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking**

ELA and Literacy Curricula, Grades 3-5; ELA Curricula, Grades 6–12

I. Key Criteria for Text Selection

1. **Text Complexity:** The Common Core State Standards require students to read increasingly complex texts with growing independence as they progress toward career and college readiness.

A. *Texts for each grade align with the complexity requirements outlined in the standards.* Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured and offers guidance to teachers and curriculum developers on selecting the texts their students read.)¹ Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. Instructional materials should also offer advanced texts to provide students at every grade with the opportunity to read texts beyond their current grade level to prepare them for the challenges of more complex text.

B. *All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.* Far too often, students who have fallen behind are only given less complex texts rather than the support they need to read texts at the appropriate level of complexity. Complex text is a rich repository of ideas, information, and experience which all readers should learn how to access, although some students will need more scaffolding to do so. Curriculum developers and teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g., grades 4–5 and grades 6–8).

Curriculum materials should provide extensive opportunities for all students in a classroom to engage with complex text, although students whose reading ability is developing at a slower rate also will need supplementary opportunities to read text they can comprehend successfully without extensive supports. These students may also need extra assistance with fluency practice and vocabulary building. Students who need additional assistance, however, must not miss out on essential practice and instruction their classmates are receiving to help them read closely, think deeply about texts, participate in thoughtful discussions, and gain knowledge of both words and the world.

Some percentage of students will enter grade 3 or later grades without a command of foundational reading skills such as decoding. It is essential for these students to have

¹ A working group has developed clear, common standards for measuring text complexity that are consistent across different curricula and publishers. These measures blend quantitative and qualitative factors and are being widely shared and made available to publishers and curriculum developers. The measures are based on the principles laid out in Appendix A and have been further developed and refined. These criteria recognize the critical role that teachers play in text selection.

age-appropriate materials to ensure that they receive the extensive training and practice in the foundational reading skills required to achieve fluency and comprehension. The K–2 publishers’ criteria more fully articulate the essential foundational skills all students need to decode to become fluent readers and comprehend text.

- C. ***Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.*** The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. The Common Core State Standards place a high priority on the close, sustained reading of complex text, beginning with Reading Standard 1. Such reading focuses on what lies within the four corners of the text. It often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Reading in this manner allows students to fully understand informational texts as well as analyze works of literature effectively.

- D. ***Novels, plays, and other extended full-length readings are also provided with opportunities for close reading.*** Students should also be required to read texts of a range of lengths — for a variety of purposes — including several longer texts each year. Discussion of extended or longer texts should span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provide opportunities for close reading. Focusing on extended texts will enable students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material. Not only do students need to be able to read closely, but they also need to be able to read larger volumes of text when necessary for research or other purposes.

- E. ***Additional materials aim to increase regular independent reading of texts that appeal to students’ interests while developing both their knowledge base and joy in reading.*** These materials should ensure that all students have daily opportunities to read texts of their choice on their own during and outside of the school day. Students need access to a wide range of materials on a variety of topics and genres both in their classrooms and in their school libraries to ensure that they have opportunities to independently read broadly and widely to build their knowledge, experience, and joy in reading. Materials will need to include texts at students’ own reading level as well as texts with complexity levels that will challenge and motivate students. Texts should also vary in length and density, requiring students to slow down or read more quickly depending on their purpose for reading. In alignment with the standards and to acknowledge the range of students’ interests, these materials should include informational texts and literary nonfiction as well as literature. A variety of formats can also engage a wider range of students, such as high-quality newspaper and magazine articles as well as information-rich websites.

- 2. **Range and Quality of Texts:** The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6–12.

- A. *In grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts.*** The standards call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent literary and 50 percent informational text, including reading in ELA, science, social studies, and the arts. Achieving the appropriate balance between literary and informational text in the next generation of materials requires a significant shift in early literacy materials and instructional time so that scientific and historical text are given the same time and weight as literary text. (See p. 31 of the standards for details on how literature and informational texts are defined.) In addition, to develop reading comprehension for all readers, as well as build vocabulary, the selected informational texts should build a coherent body of knowledge both within and across grades. (The sample series of texts regarding “The Human Body” provided on p. 33 of the Common Core State Standards offers an example of selecting texts that build knowledge coherently within and across grades.)²
- B. *In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.*** The Common Core State Standards require aligned ELA curriculum materials in grades 6–12 to include a blend of literature (fiction, poetry, and drama) and a substantial sampling of literary nonfiction, including essays, speeches, opinion pieces, biographies, journalism, and historical, scientific, or other documents written for a broad audience. (See p. 57 of the standards for more details.) Most ELA programs and materials designed for them will need to increase substantially the amount of literary nonfiction they include. The standards emphasize arguments (such as those in the U.S. foundational documents) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). Of course, literary nonfiction extends well beyond historical documents to include the best of nonfiction written for a broad audience on a wide variety of topics, such as science, contemporary events and ideas, nature, and the arts. (Appendix B of the Common Core State Standards provides several examples of high-quality literary nonfiction.)
- C. *The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.*** Given the emphasis of the Common Core State Standards on close reading, many of the texts selected should be worthy of close attention and careful re-reading for understanding. To become career and college ready, students must grapple with a range of works that span many genres, cultures, and eras and model the kinds of thinking and writing students should aspire to in their own work. Also, there should be selections of sources that require students to read and integrate a larger volume of material for research purposes. (See Appendix B of the standards for grade-specific examples of texts.)

² The note on the range and content of student reading in K–5 (p. 10) states: “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them background knowledge to be better readers in all content areas in later grades. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.”

- D. *Specific texts or text types named in the standards are included.*** At specific points, the Common Core State Standards require certain texts or types of texts. In grades 9–12, foundational documents from American history, selections from American literature and world literature, a play by Shakespeare, and an American drama are all required. In early grades, students are required to study classic myths and stories, including works representing diverse cultures. Aligned materials for grades 3–12 should set out a coherent selection and sequence of texts (of sufficient complexity and quality) to give students a well-developed sense of bodies of literature (like American literature or classic myths and stories) as part of becoming college and career ready.
- E. *Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.*** Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor text(s) that make careful study worthwhile. The anchor text(s) provide essential opportunities for students to spend the time and care required for close reading and to demonstrate in-depth comprehension of a specific source or sources. The additional research sources beyond the anchor texts then enable students to demonstrate they can read widely as well as read a specific source in depth.

II. Key Criteria for Questions and Tasks

- 1. High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.
- A. *A significant percentage of tasks and questions are text dependent.*** The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text.

Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Eighty to ninety percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses.

High quality text dependent questions are more often text specific rather than generic. That is, high quality questions should be developed to address the specific text being read, in response to the demands of that text. Good questions engage students to attend to the particular dimensions, ideas, and specifics that illuminate each text. Though there is a productive role for good general questions for teachers

and students to have at hand, materials should not over rely on "cookie-cutter" questions that could be asked of any text, such as "What is the main idea? Provide three supporting details." Materials should develop sequences of individually crafted questions that draw students and teachers into an exploration of the text or texts at hand.

A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself.

- B. *High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.*** The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source.
- C. *Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.*** The Common Core State Standards require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of a range of high-quality evidence-based answers to questions — samples of proficient student responses — about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated and are able to make nontrivial inferences beyond what is explicitly stated in the text regarding what logically follows from the evidence in the text. Evidence will play a similarly crucial role in student writing, speaking, and listening, as an increasing command of evidence in texts is essential to making progress in reading as well as the other literacy strands.
- D. *Instructional design cultivates student interest and engagement in reading rich texts carefully.*** A core part of the craft of developing instructional materials is to construct questions and tasks that motivate students to read inquisitively and carefully. Questions should reward careful reading by focusing on illuminating specifics and ideas of the text that "pay off" in a deeper understanding and insight. Often, a good question will help students see something worthwhile that they would not have seen on a more cursory reading. The sequence of questions should not be

random but should build toward more coherent understanding and analysis. Care should be taken that initial questions are not so overly broad and general that they pull students away from an in-depth encounter with the specific text or texts; rather, strong questions will return students to the text to achieve greater insight and understanding. The best questions will motivate students to dig in and explore further — just as texts should be worth reading, so should questions be worth answering.

E. *Materials provide opportunities for students to build knowledge through close reading of specific texts.* Materials should design opportunities for close reading of selected passages or texts and create a series of questions that demonstrate how careful attention to those readings allows students to gather evidence and build knowledge. This approach can and should encourage the comparison and synthesis of multiple sources. Once each source is read and understood carefully, attention should be given to integrating what students have just read with what they have read and learned previously. How does what they have just read compare to what they have learned before? Drawing upon relevant prior knowledge, how does the text expand or challenge that knowledge? As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. Students can and should make connections between texts, but this activity should not supersede the close examination of each specific text.

F. *Questions and tasks attend to analyzing the arguments and information at the heart of informational text.* As previously stated, the Common Core State Standards emphasize the reading of more informational text in grades K–5 and more literary nonfiction in grades 6–12. This emphasis mirrors the Writing Standards that focus on students’ abilities to marshal an argument and write to inform or explain. The shift in both reading and writing constitutes a significant change from the traditional focus in ELA classrooms on narrative text or the narrative aspects of literary nonfiction (the characters and the story) toward more in-depth engagement with the informational and argumentative aspects of these texts. While the English teacher is not meant to be a content expert in an area covered by particular texts, curriculum materials should guide teachers and students to demonstrate careful understanding of the information developed in the text. For example, in a narrative with a great deal of science, teachers and students should be required to follow and comprehend the scientific information as presented by the text. In a similar fashion, it is just as essential for teachers and students to follow the details of an argument and reasoning in literary nonfiction as it is for them to attend to issues of style.

2. *Cultivating Students’ Ability To Read Complex Texts Independently:* Another key priority of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth.

A. *Scaffolds enable all students to experience rather than avoid the complexity of the text.* Many students will need careful instruction — including effective scaffolding — to enable them to read at the level of text complexity required by the Common Core State Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in

advance of reading the text; the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the standards should result in the reader encountering the text on its own terms, with instructions providing helpful directions that focus students on the text. Follow-up support should guide the reader when encountering places in the text where he or she might struggle. Aligned curriculum materials therefore should explicitly direct students to re-read challenging portions of the text and offer instructors clear guidance about an array of text-based scaffolds. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student's attention on key phrases and statements in the text or on the organization of ideas in the paragraph.

When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including those English language learners and other students who are especially challenged by the complex text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive engagement with the text.

- B. *Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.*** Close reading and gathering knowledge from specific texts should be at the heart of classroom activities and not be consigned to the margins when completing assignments. Reading strategies should work *in the service of* reading comprehension (rather than an end unto themselves) and assist students in building knowledge and insight from specific texts. To be effective, instruction on specific reading techniques should occur when they illuminate specific aspects of a text. Students need to build an infrastructure of skills, habits, knowledge, dispositions, and experience that enables them to approach new challenging texts with confidence and stamina. As much as possible, this training should be embedded in the activity of reading the text rather than being taught as a separate body of material. Additionally, care should be taken that introducing broad themes and questions in advance of reading does not prompt overly general conversations rather than focusing reading on the specific ideas and details, drawing evidence from the text, and gleaning meaning and knowledge from it.
- C. *Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.*** It is essential that questions, tasks, and activities be designed to ensure that all students are actively engaged in reading. Materials should provide opportunities for students to participate in real, substantive discussions that require them to respond directly to the ideas of their peers. Teachers can begin by asking the kind and level of questions appropriate to the reading and then students should be prompted to ask high-quality questions about what they are reading to one another for further comprehension and analysis. Writing about text is also an effective way to elicit this active engagement. Students should have opportunities to use writing to clarify, examine, and organize their own thinking, so reading materials

should provide effective ongoing prompts for students to analyze texts in writing. Instructional materials should be designed to devote sufficient time in class to students encountering text without scaffolding, as they often will in college- and career-ready environments. A significant portion of the time spent with each text should provide opportunities for students to work independently on analyzing grade-level text because this independent analysis is required by the standards.

- D. *Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.*** The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned materials should therefore require students to demonstrate that they have followed the details and logic of an author’s argument before they are asked to evaluate the thesis or compare the thesis to others. When engaging in critique, materials should require students to return to the text to check the quality and accuracy of their evaluations and interpretations. Often, curricula surrounding texts leap too quickly into broad and wide-open questions of interpretation before cultivating command of the details and specific ideas in the text.
- E. *Materials make the text the focus of instruction by avoiding features that distract from the text.*** Teachers’ guides or students’ editions of curriculum materials should highlight the reading selections. Everything included in the surrounding materials should be thoughtfully considered and justified before being included. The text should be central, and surrounding materials should be included only when necessary, so as not to distract from the text itself. Instructional support materials should focus on questions that engage students in becoming interested in the text. Rather than being consigned to the margins when completing assignments, close and careful reading should be at the center of classroom activities. Given the focus of the Common Core State Standards, publishers should be extremely sparing in offering activities that are not text based. Existing curricula will need to be revised substantially to focus classroom time on students and teachers practicing reading, writing, speaking, and listening in direct response to high-quality text.
- F. *Materials offer assessment opportunities that genuinely measure progress.*** Aligned materials should guide teachers to provide scaffolding but also gradually remove those supports by including tasks that require students to demonstrate their independent capacity to read and write in every domain at the appropriate level of complexity and sophistication. Activities used for assessment should clearly denote what standards and texts are being emphasized, and materials should offer frequent and easily implemented assessments, including systems for record keeping and follow-up.

III. Key Criteria for Academic Vocabulary

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. Academic vocabulary (described in more detail as Tier 2 words in Appendix A of the Common Core State Standards) includes those words that readers will find in all types of complex texts from different disciplines.

Sometimes curricula ignore these words and pay attention only to the technical words that are unique to a discipline. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary because these are the words that will help them access a wide range of complex texts.

Aligned materials should guide students to gather as much as they can about the meaning of these words from the context of how they are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone. As the meanings of words vary with the context, the more varied the context provided to teach the meaning of a word is, the more effective the results will be (e.g., a state was admitted to the Union; he admitted his errors; admission was too expensive). In alignment with the standards, materials should also require students to explain the impact of specific word choices on the text. Materials and activities should also provide ample opportunities for students to practice the use of academic vocabulary in their speaking and writing.

Some students, including some English language learners, will also need support in mastering high-frequency words that are not Tier 2 words but are essential to reading grade-level text. Materials should therefore offer the resources necessary for supporting students who are developing knowledge of high-frequency words. Since teachers will often not have the time to teach explicitly all of the high-frequency words required, materials should make it possible for students to learn the words' meanings on their own, providing such things as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context. It also can be useful for English language learners to highlight explicitly and link cognates of key words with other languages.

IV. Key Criteria for Writing to Sources and Research

1. **Materials portray writing to sources as a key task.** The Common Core State Standards require students not only to show that they can analyze and synthesize sources but also to present careful analysis, well-defended claims, and clear information through their writing. Several of the Writing Standards, including most explicitly Standard 9, require students to draw evidence from a text or texts to support analysis, reflection, or research. Materials aligned with the Common Core State Standards should give students extensive opportunities to write in response to sources throughout grade-level materials. Model rubrics for the writing assignments as well as high-quality student samples should also be provided as guidance to teachers.
2. **Materials focus on forming arguments as well as informative writing.** While narrative writing is given prominence in early grades, as students progress through the grades the Common Core State Standards increasingly ask students to write arguments or informational reports from sources. As a consequence, less classroom time should be spent in later grades on personal writing in response to decontextualized prompts that ask students to detail personal experiences or opinions. The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP):
 - In elementary school, 30 percent of student writing should be to argue, 35 percent should be to explain/inform, and 35 percent should be narrative.

- In middle school, 35 percent of student writing should be to write arguments, 35 percent should be to explain/inform, and 30 percent should be narrative.
- In high school, 40 percent of student writing should be to write arguments, 40 percent should be to explain/inform, and 20 percent should be narrative.

These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.

3. **Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.** As the standards are silent on length and structure, student writing should not be evaluated by whether it follows a particular format or formula (e.g., the five paragraph essay). Instead, the Common Core State Standards have been carefully designed to focus on the elements or characteristics of good writing including drawing sufficient evidence from texts, writing coherently with well-developed ideas, and writing clearly with sufficient command of standard English.
4. **Students are given extensive practice with short, focused research projects.** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts. Materials should require several of these short research projects annually to enable students to repeat the research process many times and develop the expertise needed to conduct research independently. A progression of shorter research projects also encourages students to develop expertise in one area by confronting and analyzing different aspects of the same topic as well as other texts and source materials on that topic.

V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

1. **Materials provide systematic opportunities for students to read complex text with fluency.** Fluency describes the pace and accuracy with which students read — the extent to which students adjust the pace, stress, and tone of their reading to respond to the words in the text. Often, students who are behind face fluency challenges and need more practice reading sufficiently complex text. Materials aligned with the Common Core State Standards should draw on the connections between the Speaking and Listening Standards and the Reading Standards on fluency to provide opportunities for students to develop this important skill (e.g., rehearsing an oral performance of a written piece has the built-in benefit of promoting reading fluency).
2. **Materials help teachers plan substantive academic discussions.** In accordance with the Speaking and Listening Standards, materials aligned with the Common Core State Standards should show teachers how to plan engaging discussions around grade-level topics and texts that students have studied and researched in advance. Speaking and Listening prompts and questions should offer opportunities for students to share preparation, evidence, and research — real, substantive discussions that require students to respond directly to the ideas of their peers. Materials should highlight strengthening students’ listening skills as well as their ability to respond to and challenge their peers with relevant follow-up questions and evidence.

- 3. *Materials use multimedia and technology to deepen attention to evidence and texts.***
The Common Core State Standards require students to compare the knowledge they gain from reading texts to the knowledge they gain from other multimedia sources, such as video. The Standards for Reading Literature specifically require students to observe different productions of the same play to assess how each production interprets evidence from the script. Materials aligned with the Common Core State Standards therefore should use multimedia and technology in a way that engages students in absorbing or expressing details of the text rather than becoming a distraction or replacement for engaging with the text.

- 4. *Materials embrace the most significant grammar and language conventions.*** The Language Standards provide a focus for instruction each year to ensure that students gain adequate mastery of the essential “rules” of standard written and spoken English. They also push students to learn how to approach language as a matter of craft so they can communicate clearly and powerfully. In addition to meeting each year’s grade-specific standards, students are expected to retain and further develop skills and understandings mastered in preceding grades. Thus, aligned materials should demonstrate that they explicitly and effectively support student mastery of the full range of grammar and conventions as they are applied in increasingly sophisticated contexts. The materials should also indicate when students should adhere to formal conventions and when they are speaking and writing for a less formal purpose.

CONCLUSION: EFFICACY OF ALIGNED MATERIALS

Curriculum materials must have a clear and documented research base. The most important evidence is that the curriculum accelerates student progress toward career and college readiness. It can be surprising which questions, tasks, and instructions provoke the most productive engagement with text, accelerate student growth, and deepen instructor facility with the materials. A great deal of the material designed for the standards will by necessity be new, but as much as possible the work should be based on research and developed and refined through actual testing in classrooms. Publishers should provide a clear research plan for how the efficacy of their materials will be assessed and improved over time. Revisions should be based on evidence of actual use and results with a wide range of students, including English language learners.

History/Social Studies, Science, and Technical Subjects Literacy Curricula, Grades 6–12

INTRODUCTION

This brief addendum to the publishers' criteria for ELA in grades 3–12 focuses on the portions of those criteria most relevant to materials in history/social studies, science, and technical subjects. In the criteria that follow, we restate several of the key points from the ELA criteria as they relate to these content areas and add others that are particularly significant. As was the case with ELA, what follows is not an exhaustive list but the most significant elements of the Common Core State Standards to be mindful of when revising and developing aligned materials.

Meeting the demands of the Literacy Standards requires substantially expanding the literacy requirements in history/social studies as well as in science and technical subjects. The adoption of the Literacy Standards in History/Social Studies, Science, and Technical Subjects therefore requires several significant shifts in these curricula. Specifically, in alignment with NAEP, the standards require that in grades 6–12, student reading across the curriculum must include a balance of texts that is one-third literary, one-third history/social studies, and one-third science. Specific standards (pp. 60–66) define the actual literacy skills for which history/social studies, science, and technical teachers are responsible. (Appendix B of the Common Core State Standards contains a sampling of texts of appropriate quality and complexity for study in these disciplines.)

I. Text Selection

1. **Text Complexity:** The Common Core State Standards require students to read increasingly complex texts with growing independence as they progress toward career and college readiness.
 - A. ***Texts for each grade align with the complexity requirements outlined in the standards.*** Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured and offers guidance to teachers and curriculum developers on selecting the texts their students read.)³ Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. Instructional materials should also offer advanced texts to provide students at every grade with the opportunity to read texts beyond their current grade level to prepare them for the challenges of more complex text.

³ A working group has developed clear, common standards for measuring text complexity that are consistent across different curricula and publishers. These measures blend quantitative and qualitative factors and are being widely shared and made available to publishers and curriculum developers. The measures are based on the principles laid out in Appendix A and have been further developed and refined. These criteria recognize the critical role that teachers play in text selection.

- B. *All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.*** Far too often, students who have fallen behind are only given less complex texts rather than the support they need to read texts at the appropriate level of complexity. Complex text is a rich repository of information which all readers learn how to access, although some students will need more scaffolding to do so. Curriculum developers and teachers have the flexibility to build progressions of text within grade-level bands that overlap to a limited degree with earlier bands (e.g., grades 4–5 and grades 6–8).

Curriculum materials should provide extensive opportunities for all students in a classroom to engage with complex text, although students whose reading ability is developing at a slower rate also will need supplementary opportunities to read text they can comprehend successfully without extensive supports. These students may also need extra assistance with fluency practice and vocabulary building. Students who need additional assistance, however, must not miss out on essential practice and instruction their classmates are receiving to help them read closely, think deeply about texts, participate in thoughtful discussions, and gain knowledge of both words and the world.

- 2. *Range and Quality of Texts:*** The Common Core State Standards require a keen focus on informational text.

- A. *Curricula provide texts that are valuable sources of information.*** Informational texts in science, history, and technical subjects may or may not exhibit literary craft, but they should be worth reading as valuable sources of information to gain important knowledge. It is essential that the scientific and historical texts chosen for careful study be focused on such significant topics that they are worth the instructional time for students to examine them deliberately to develop a full understanding. To encourage close reading on a regular basis, many of these texts should be short enough to enable thorough examination. Students should also be required to assimilate larger volumes of content-area text to demonstrate college and career readiness. Discussion of extended or longer texts should span the entire text while also creating a series of questions that demonstrate how careful attention to specific passages within the text provides opportunities for close reading. Focusing on extended texts will enable students to develop the stamina and persistence they need to read and extract knowledge and insight from larger volumes of material. Not only do students need to be able to read closely, but they also need to be able to read larger volumes of text when necessary for research or other purposes.

- B. *Curricula include opportunities to combine quantitative information derived from charts and other visual formats and media with information derived from text.*** An important part of building knowledge in history/social studies, science, and technical subjects is integrating information drawn from different formats and media. For example, the Reading Standards require students to integrate the knowledge they gain from quantitative data with information they gain from a single or multiple written text sources. Therefore, materials aligned with the Common Core State

Standards might require students to compare their own experimental results to results about which they have read, and integrate information from video or other media with what they learn from text.

II. Questions and Tasks

1. **High-Quality Text-Dependent Questions and Tasks:** Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

A. *Curricula provide opportunities for students to build knowledge through close reading of a specific text or texts.* As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to “read like a detective” by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. The Literacy Standards therefore require students to demonstrate their ability to follow the details of what is explicitly stated, make valid inferences that logically follow from what is stated, and draw knowledge from the text. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself.

Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. (It bears noting that science includes many non-text sources such as experiments, observations, and discourse around these scientific activities.) Once each source is read and understood carefully, attention should be given to integrating what students have just read with what they have read and learned previously. How does what they have just read compare to what they have learned before? Drawing upon relevant prior knowledge, how does the text expand or challenge that knowledge? As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. Gathering text evidence is equally crucial when dealing with larger volumes of text for research or other purposes.

B. *All activities involving text require that students demonstrate increasing mastery of evidence drawn from text.* The Common Core State Standards require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Aligned curriculum materials should include explicit models of a range of high-quality evidence-based answers to questions — samples of proficient student responses — about specific texts from each grade. Questions should require students to demonstrate that they follow the details of what is explicitly stated and are able to make nontrivial inferences beyond what is explicitly stated in the text regarding what logically follows from the evidence in the text. Gathering text evidence

is equally crucial when dealing with larger volumes of text for research or other purposes.

C. *Questions and tasks require careful comprehension of the text before asking for further evaluation and interpretation.* The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations. Aligned materials should therefore require students to demonstrate that they have followed the details and logic of an author’s argument before they are asked to evaluate the thesis or compare the thesis to others. Before students are asked to go beyond the text and apply their learning, they should demonstrate their grasp of the specific ideas and details of the text.

2. *Cultivating Students’ Ability To Read Complex Texts Independently:* Another key priority of the Common Core State Standards is a requirement that students be able to demonstrate their independent capacity to read at the appropriate level of complexity and depth. Aligned materials therefore should guide teachers to provide scaffolding to students but also gradually remove those supports by including tasks that require students to demonstrate their independent capacity to read and write in every domain at the appropriate level of complexity and sophistication.

A. *Scaffolds enable all students to experience rather than avoid the complexity of the text.* Many students will need careful instruction — including effective scaffolding — to enable them to read at the level of text complexity required by the Common Core State Standards. However, the scaffolding should not preempt or replace the text by translating its contents for students or telling students what they are going to learn in advance of reading the text; the scaffolding should not become an alternate, simpler source of information that diminishes the need for students to read the text itself carefully. Effective scaffolding aligned with the standards should result in the reader encountering the text on its own terms, with instructions providing helpful directions that focus students on the text. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle. When productive struggle with the text is exhausted, questions rather than explanations can help focus the student’s attention on key phrases and statements in the text or on the organization of ideas in the paragraph or the work as a whole.

When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. Supports should be designed to serve a wide range of readers, including those English language learners and other students who are especially challenged by the complex text before them. Texts and the discussion questions should be selected and ordered so that they bootstrap onto each other and promote deep thinking and substantive engagement with the text.

B. *Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.* It is essential that questions, tasks, and activities are designed to ensure that all students are actively engaged in reading. Materials should

provide opportunities for students to participate in real, substantive discussions that require them to respond directly to the ideas of their peers. Teachers can begin by asking the kind and level of questions appropriate to the reading and then students should be prompted to ask high-quality questions about what they are reading to further comprehension and analysis. Writing about text is also an effective way to elicit this active engagement. Students should have opportunities to use writing to clarify, examine, and organize their own thinking, so reading materials should provide effective ongoing prompts for students to analyze texts in writing. Instructional materials should be designed to devote sufficient time in class to students encountering text without scaffolding, as they often will in college- and career-ready environments. A significant portion of the time spent with each text should provide opportunities for students to work independently within and outside of class on analyzing the text because this independent analysis is required by the standards.

III. Academic (and Domain-Specific) Vocabulary

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. The Common Core State Standards require a focus on academic vocabulary that is prevalent in more complex texts as well as domain-specific words. Academic vocabulary (described in more detail as Tier 2 words in Appendix A of the Common Core State Standards) includes those words that readers will find in all types of complex texts from different disciplines. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary in addition to domain-specific words because these words will help students access a range of complex texts in diverse subject areas.

Aligned materials should guide students to gather as much as they can about the meaning of these words from the context of how they are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone. As the meanings of words vary with the context, the more varied the context provided to teach the meaning of a word is, the more effective the results will be (e.g., a state was admitted to the Union; he admitted his errors; admission was too expensive). In alignment with the standards, materials should also require students to explain the impact of specific word choices on the text. Materials and activities should also provide ample opportunities for students to practice the use of academic vocabulary in their speaking and writing.

Some students, including some English language learners, will also need support in mastering high-frequency words that are not Tier 2 words but are essential to reading grade-level text. Materials should therefore offer the resources necessary for supporting students who are developing knowledge of high-frequency words. Since teachers will often not have the time to teach explicitly all of the high-frequency words required, materials should make it possible for students to learn the words' meanings on their own, providing such things as student-friendly definitions for high-frequency words whose meanings cannot be inferred from the context. It also can be useful for English language learners to highlight explicitly and link cognates of key words with other languages.

IV. Writing to Sources and Research

1. **Materials portray writing to sources as a key task.** Crafting an argument frequently relies on using information; similarly, an analysis of a subject will include argumentative elements. While these forms are not strictly independent, what is critical to both forms of writing is the use and integration of evidence. In historical, technical, and scientific writing, accuracy matters, and students should demonstrate their knowledge through precision and detail.
2. **Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question.** As the standards are silent on length and structure, student writing should not be evaluated by whether it follows a traditional format or formula (e.g. the five paragraph essay). Instead, the Common Core State Standards have been carefully designed to focus on the elements or characteristics of good writing including drawing sufficient evidence from texts, writing coherently with well-developed ideas, and writing clearly with sufficient command of standard English.
3. **Students are given extensive practice with short, focused research projects.** Writing Standard 7 emphasizes that students should conduct several short research projects in addition to more sustained research efforts. Materials should require several of these short research projects annually to enable students to repeat the research process many times and develop the expertise needed to conduct research independently. A progression of shorter research projects also encourages students to develop expertise in one area by confronting and analyzing different aspects of the same topic as well as other texts and source materials on that topic.

Appendix B

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<p>6-12 English Language Arts Instructional Materials 2013-2014 Evaluation Form</p> <p>Subject Area _____</p> <p>Publisher _____</p> <p>Title _____</p>	<p>Each set of materials submitted for adoption will be evaluated first for their alignment to Florida's vision for the higher expectations represented by the Common Core Standards. ONLY THOSE MATERIALS WHICH MEET ALL OF THE NON-NEGOTIABLE CRITERIA IN SECTION 1 OF THE EVALUATION WILL PASS ON TO THE FOLLOWING SECTIONS OF EVALUATION. In Section 1, evaluators will rate each item on the following scale:</p> <p>1 Meets 0 Does Not Meet</p>
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SECTION 1: ALIGNMENT TO COMMON CORE STANDARDS: At the heart of the Common Core Standards is a substantial shift in English Language Arts instruction that demands a focus on high quality texts, high-quality text-dependent and text-specific questions, and writing to sources. The three shifts in 6-12 English Language Arts include:

1. Building knowledge through content-rich non-fiction and informational texts.
2. Reading and writing grounded in evidence from text.
3. Comprehension instruction that systematically relates to complex text and its academic vocabulary.

Rather than a collection of repackaged materials, Florida's call is for an English Language Arts program that is fully aligned with the Common Core State Standards, containing a rich and integrated instructional approach that builds high-level comprehension of complex texts in preparation for college and career.

NOTE: SUBMISSIONS MUST MEET ALL OF THE 9 NON-NEGOTIABLE CRITERIA BEFORE PASSING TO SECTION 2 OF THE EVALUATION.

SECTION 1

ALIGNMENT TO COMMON CORE STANDARDS	Rating	Comments
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I. QUALITY OF TEXT

<p>NON-NEGOTIABLE 1: RANGE OF TEXT High-quality reading selections that include a maximum of 70% literary texts and a minimum of 30% literary non-fiction.</p>		
<p>NON-NEGOTIABLE 2: TEXT TYPE AND PURPOSE The program includes different types of age-appropriate texts used for distinct purposes:</p> <p>a) instructional text -- to introduce skills in vocabulary and comprehension such as text structure, summarization, literary analysis, reasoning, and argumentation.</p> <p>b) complex text -- to challenge student development of increasingly sophisticated academic vocabulary, high-level comprehension, literary knowledge, and content knowledge.</p> <p>c) advanced text -- to provide student opportunities to engage with texts from higher grade bands to prepare for the challenges of reading increasingly complex texts in subsequent school years and to build college and career readiness.</p> <p>d) independent reading text - to enrich the quality and broaden the spectrum of student's independent reading experiences.</p>		
<p>NON-NEGOTIABLE 3: COMPLEXITY OF TEXT The submission exhibits concrete evidence that research-based <i>quantitative</i> and <i>qualitative</i> measures have been used in: a) text selection; b) sequence of increasingly complex text; c) progression of topics or themes that systemically develop student knowledge base; d) pairing of texts for use in comprehension instruction.</p>		

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II. QUALITY OF QUESTIONS & TASKS		
NON-NEGOTIABLE 4: TEXT IS CENTER OF COMPREHENSION LESSONS Comprehension questions and tasks focus on text and require information from text as evidence to support a perspective, position, claim, or argument.		
NON-NEGOTIABLE 5: TEXT-DEPENDENT & TEXT-SPECIFIC QUESTIONS A majority of all questions in the submission are high-quality sequences of text-dependent & text-specific questions. Questions are defined as text-dependent and text-specific if they cannot be answered for any text but the one under consideration and if they draw student attention to the particular ideas and details in the text.		
NON-NEGOTIABLE 6: SUFFICIENT PRACTICE READING COMPLEX TEXTS The submission provides <u>all</u> students extensive and systematic opportunities to encounter and comprehend grade-level complex texts. Materials direct teachers to return to focused parts of the text to guide students through re-reading, discussion, and writing about the ideas, events, and information throughout the text.		
III. WRITING		
NON-NEGOTIABLE 7: Writing Written tasks require students to confront text directly, draw on textual evidence, and validate inferences from the text. Writing tasks should be balanced between argumentative, explanatory, and narrative (conveying real or imaginary experiences).		
IV INSTRUCTION AND ASSESSMENT		
NON-NEGOTIABLE 8. ASSESSMENT The program includes assessment tools to support teachers in determining student needs, differentiating instruction, and assisting students in gauging the success of their learning efforts.		
NON-NEGOTIABLE 9: INSTRUCTION The program has a clear and documented research base with evidence of accelerating student progress toward college and career readiness; the instructional materials include explicit, systematic instruction in increasingly complex vocabulary, syntax, text structures, and conceptual understandings in order to build student capacity to comprehend and write increasingly complex texts over time.		

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<p>SECTION 2: EVALUATORS PROCEED TO THIS SECTION ONLY IF SUBMISSION MEETS ALL 9 NON-NEGOTIABLE CRITERIA IN SECTION 1</p>	<p>In Section 2, Evaluators will evaluate each item on the following scale:</p> <p>3: EXCEEDS 2. MEETS 1. PARTIALLY MEETS 0. DOES NOT MEET</p> <p>Reviewers are instructed that submissions should be rated as Exceeds or Meets to be recommended for adoption. Submissions rated Does Not Meet Criteria are not expected to be recommended for adoption. Comments are strongly encouraged to justify each rating. Please use the Comments section to list any strengths, weaknesses, concerns, issues, and/or to provide examples supporting the rating.</p>	
<p>Section 2: ALIGNMENT TO FLORIDA'S SPECIFICATIONS</p>	<p>Rating</p>	<p>Comments</p>
<p>1. Alignment to Florida's Vision: Does the submission align to the research-based sections of the specifications? Publishers should provide a clear research plan for how the efficacy of their materials will be assessed and improved over time.</p>		
<p>2. Florida's Implementation of the Common Core Standards: Does this submission meet a broad range of student learning needs and provide powerful, distributed practice?</p>		
<p>3. Florida's Implementation of the Common Core Standards: Does this submission reinforce student application of content area standards in other subject areas?</p>		
<p>4. Diagnostic and Prescriptive in Nature: Does this submission include assessment materials that align with instructional materials for use in: a) ongoing progress monitoring? b) informing subsequent instruction to meet student learning needs?</p>		
<p>5. Universal Design: Does this submission incorporate strategies, materials, activities, etc., that consider the special needs of <u>all</u> students?</p>		
<p>SUB TOTAL OF POINTS EARNED FOR ALIGNMENT TO FLORIDA'S VISION - A SCORE OF 10 OR ABOVE IS RECOMMENDED FOR ADOPTION</p>		

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Section 3: CONTENT: (Alignment with Curriculum Requirements)	Rating	Comments
I. KEY CRITERIA FOR READING & TEXT SELECTIONS: The content is tightly aligned with the Reading Standards for Literature and Informational Texts.		
I.A. All Texts The program includes a balance of 70% literary (maximum) and a minimum of 30% literary nonfiction/informational across text uses: a) instructional texts; b) complex texts; c) advanced texts; and d) independent reading texts.		
I.B. Content-area Text Topics The program's texts provide systematic opportunities for students to build content-area conceptual knowledge and understandings.		
I.C. Text Alignment to Standards At each grade level, the program's texts align with text requirements delineated throughout the standards for that grade. (e.g., Standard 9 requires: seminal U.S. documents in Grades 9-10; significant 17th -19th Century foundational U.S. documents in Grades 11-12.)		
I.D. Paired Texts The program includes at least 20% paired texts for use in instruction to support comparative and cause/effect tasks in reading across texts.		
I.E. Intertextuality The program includes quality visuals (e.g., graphs, charts, maps, etc.) that addresses intertextuality as part of comprehension instruction.		
I.F. Texts for Research The program includes a coherent sequence of: a) anchor texts to introduce a variety of research topics. b) additional research sources for systematic student engagement in short research projects.		
I.G. Instructional Text - Narrative Specific anchor texts are included for use in explicit, systematic instruction on increasingly complex aspects of narrative structures (e.g., story grammar, parallel plot, flashbacks, tragic resolution, etc.), drama, and poetry to support student understanding of this dimension of text complexity that impacts their capacity to grasp main ideas, distinguish relevant details, and summarize what has been read.		

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<p>1.H. Instructional Text - Expository Specific anchor texts are included for use in explicit, systematic instruction on the different expository text structures (e.g., chronology, description, concept/definition, comparison/contrast, cause/effect, problem/solution, proposition-support, inductive/deductive) to support student understanding of this dimension of text complexity that impacts their capacity to grasp main ideas, distinguish relevant details, summarize what has been read, and provides insight into author's message/purpose.</p>		
<p>1.I. Instructional Text - Argumentation Specific anchor texts are included for use in delivering explicit, systematic instruction on such objectives as elements of argumentation to support student capacity to use relevant information from text as evidence in discussion and writing.</p>		
<p>1.J. Variety of Texts The program includes a wide variety of literature: American, British, World, Contemporary, Classics.</p>		
<p>1.K. Complex Texts Texts used to challenge student knowledge and language development align with the complexity requirements outlined in the standards.</p>		
<p>1.L. Complex Texts Materials include extensive student opportunities to encounter and comprehend complex text to engage in close reading, student question generation, and research projects.</p>		
<p>1.M. Shorter Complex Texts Materials incorporate the use of shorter complex texts in order that provide more frequent opportunities for students to engage in close reading to:</p> <ul style="list-style-type: none"> a) probe for deep understanding and b) re-read for a variety of purposes to gain additional perspectives and further expand knowledge. 		
<p>1.N. Extended Complex Texts Materials contain lengthier complex texts that provide opportunities for students to develop the reading stamina and cognitive persistence necessary to successfully engage in increasingly complex tasks and research projects.</p>		
<p>1.O. Multiple Sources. Materials provide access to multiple sources for readers to compare, contrast, synthesize, integrate, discuss, and write about new information.</p>		
<p>1.P. Range of Works The program's materials contain a wide range of works that span across many cultures, genres, and eras.</p>		
<p>1.Q. Literary Nonfiction The program's literary nonfiction include:</p> <ul style="list-style-type: none"> a) high-quality texts largely built on informational text structures and b) a broad assortment of texts such as essays, speeches, opinion pieces, biographies, journalism, historical documents, and scientific documents. c) a broad range of topics such as the various sciences, history, contemporary events and issues, the arts. 		
<p>1.R. Independent Reading Text Age-appropriate texts provide systematic opportunities for independent reading that appeals to interests of secondary-level students, develops conceptual knowledge, and love of reading.</p>		

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2. KEY CRITERIA FOR COMPREHENSION INSTRUCTION, QUESTIONS, AND TASKS: The content of questions is tightly aligned with standards for reading, listening, speaking, and writing.		
2.A. Materials contain systematic skill instruction on increasingly complex aspects of narrative text structure (e.g., story grammar, parallel plot, flashbacks, tragic resolution, etc.), drama, and poetry.		
2.B. Materials contain explicit and systematic skill instruction on a wide variety of text structures (e.g., comparison/contrast, cause/effect, problem/solution, proposition-support, inductive/deductive) through the use of signal words and phrases (e.g., yet, however, as a result, therefore, etc.) and graphic organizers so that the instruction builds student understanding of increasingly complex text structures (e.g., combination structures).		
2.C. Materials contain explicit and systematic skill instruction on a variety of text features (e.g., headings/subheadings, tables, graphs) that effectively builds comprehension in the intertextuality of informational texts.		
2.D. Materials contain explicit and systematic skill instruction on summarization that is closely linked to text structure instruction.		
2.E. Materials contain explicit and systematic skill instruction on identification of relevant text information and elements of argumentation.		
2.F. Materials contain explicit and systematic skill instruction on authors' use of literary devices, author's purpose, and point of view.		
2.G. Comprehension instruction, questions, and tasks maintain text as the central focus of the lessons.		
2.H. Comprehension instruction closely links teacher questions with discussion, writing, research, and vocabulary tasks.		
2.I. The program provides systematic opportunities for students to encounter complex texts in order to develop mature language skills and conceptual knowledge.		
2.J. The program provides systematic opportunities for students to encounter advanced texts in order to develop college and career readiness.		
2.K. Instruction, questions, and tasks provide systematic opportunities for students to engage in close reading and listening of complex texts in order to build knowledge of complex concepts and academic language that stretches toward that of advanced texts.		
2.L. Cohesive Set of Questions The program provides cohesive sequences of high-quality text-dependent & text-specific questions that draw readers into the text, build text-based discussions, elicit sustained attention to the specifics of text, and lead toward greater knowledge, insights, and coherent understandings.		
2.M. Use of Multiple Sources. The program provide opportunities to compare, contrast, and synthesize multiple sources; the materials include opportunities to integrate what was just read with previously learned information.		

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2.N. Instruction, questions, and tasks prompt students to analyze information and arguments in text, including content-area concepts, and apply results of the analysis in writing.		
2.O. Instruction, questions, and tasks require students to take a position and use relevant text information as evidence to support their position, claim, or argument.		
2.P. The program provides instruction in how to draw evidence from text, how to explain that evidence orally and in writing, and how to evaluate strength of evidence; it includes models of high-quality evidence-based responses.		
2.Q. Instruction, questions, and tasks require students to use text evidence and cultivate student capacity to generate text-based responses to questions.		
2.R. Comprehension, questions, and tasks provide systematic opportunities for students to engage in question generation.		
2.S. Comprehension, questions, and tasks closely link student question generation activities to short research projects.		
2.T. Comprehension, questions, and tasks include systematic opportunities for students to engage in independent reading to practice basic comprehension monitoring, increase cognitive endurance, and high-level comprehension skills.		
2.U. Comprehension instruction and tasks include the use of multimedia and technology to support student engagement in reading and understanding increasingly complex texts.		
2.V. Materials contain comprehension assessments that measure student progress in both basic and high-level comprehension.		
3. KEY CRITERIA FOR WRITING INSTRUCTION AND TASKS: The content is tightly aligned with the Writing Standards.		
3.A. Materials contain instruction that utilizes multiple modes of writing: writing in response to reading, writing as a way of learning, writing to sources, and composition.		
3.B. Materials contain skill instruction on various increasingly complex narrative (e.g., story grammar, parallel plots, flashbacks, etc.) and informational text structures (e.g., chronological, comparison/contrast, cause/effect, proposition-support, etc.) that accompanies comprehension instruction, teaching signal/transition words and phrases in tandem to support understanding of various organizational text patterns for reading and writing.		
3.C. Materials contain skill instruction on written summarization.		
3.D. Materials contain skill instruction on varied sentence structures that range from simple to complex.		
3.E. Materials contain skill instruction on formulating and supporting written arguments, using text information as evidence.		
3.F. Materials contain skill instruction and tasks that require students to analyze and synthesize text sources and present well-defended claims.		

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3.G. Materials contain opportunities for students to write about what they read in both literary and informational text (e.g., summaries, reactions, analysis or interpretation of text, notes, ask/answer questions).		
3.H. Materials contain opportunities and prompts for students to write arguments, information/explanations or narratives in response to texts read.		
3.I. Materials contain extensive opportunities for students to write short research projects.		
3.J. Materials contain assessments that measure student writing progress.		
4. KEY CRITERIA FOR SPEAKING AND LISTENING: The content is tightly aligned with the Speaking and Listening Standards.		
4.A. Materials support teachers in planning substantive and interactive academic discussions that sustain text as the central focus.		
4.B. Materials include use of multimedia and technology to support student engagement and enrichment in interactive discussion and presentation.		
4.C. Materials include collaborative opportunities for students to engage in discussion, evaluating points of view, reasoning, use of text evidence and rhetoric, and evaluating strength of text evidence.		
4.D. Materials include instruction and tasks that build increasingly sophisticated speaking and listening skills.		
5. KEY CRITERIA FOR LANGUAGE: The content is tightly aligned with the Language Standards.		
5.A. Materials support development and use of the conventions of standard English (grammar, spelling, capitalization, punctuation) to support student engagement in reading, writing, speaking, and listening.		
5.B. Materials include instructional opportunities for students to acquire and use general academic and domain-specific words and phrases in tandem with instruction in structural analysis, comprehension, and writing.		
5.C. Materials contain a systematic sequence of vocabulary instruction in the meanings of prefixes, roots, and suffixes used across various content area texts.		
5.D. Materials contain systematic vocabulary instruction in morphemic analysis of prefixes, roots, and suffixes to derive meanings of unfamiliar general academic and discipline-specific words.		
5.E. Materials contain systematic vocabulary instruction in the syntactic application of morphemic words.		
5.F. Materials contain systematic vocabulary instruction in contextual analysis.		
5.G. Materials include instructional opportunities for students to determine or clarify the meaning of unknown and multiple meaning words and phrases in tandem with instruction in comprehension and writing.		

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<p>5.H. Materials include instructional opportunities for students to understand figurative language, word relationships, and nuances in word meanings in tandem with instruction in comprehension and writing.</p>		
<p>SUB TOTAL OF POINTS EARNED FOR CONTENT - A SCORE OF 124 OR ABOVE IS RECOMMENDED FOR ADOPTION</p>		
<p>Section 4: PRESENTATION</p>		
<p>1. USEFULNESS:</p>	<p align="center">Rating</p>	<p align="center">Comments</p>
<p>1.A. Usefulness of Student and Teacher Resources: Do the student resources include review and practice resources that are easily implemented, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?</p>		
<p>1.B. Usefulness of Student and Teacher Resources: Does the submission indicate professional development essential to the success of the program and continued support for teacher learning?</p>		
<p>1.C. Usefulness of Student and Teacher Resources: Are the components and materials available for the teacher easy to use, including licenses or agreements for copying and use of materials, description of required equipment and technology, facilities, and resources?</p>		
<p>1.D. Usefulness of Student and Teacher Resources: Are there suggestions to adapting instruction for varying student needs that are flexible and easily implemented? (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)</p>		
<p>1.E. Usefulness of Student and Teacher Resources: Are guidelines and resources provided on how to implement and evaluate instruction? (e.g., answers to work assignments and tests, using student work samples for classroom assessment, alternative assessment guidelines)</p>		
<p>1.F. Usefulness of Student and Teacher Resources: Are resources provided to support quality program implementation? (e.g., technology, resource lists that support implementation of instruction, assessment, and classroom management, in-service workshops or consultation support)?</p>		
<p>1.G. Usefulness of Instructional Materials: Are there features to help in searching and locating information? (e.g., table of contents, menu or map of content, index, goals/objectives, outlines, checklists, etc.)</p>		
<p>1.H. Usefulness of Materials: Do the technology-rich resources work properly without the purchase of additional software, and do they run without error?</p>		

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2. FOCUS OF INSTRUCTIONAL MATERIALS:		
2.A. Focus of Instructional Materials: Does every page of the submission under review add to student learning rather than distract from it?		
2.B. Focus of Instructional Materials: Are reading selections by design centrally located within the materials?		
2.C. Focus of Instructional Materials: Do the structure and format of the materials have enough order and clarity to allow students and teachers to access content and explicitly identify ideas and sequences?		
2.D. Focus of Instructional Materials: Do graphs, charts, maps, and other visual representations increase student understanding of the text under evaluation rather than distract from the core lesson at hand?		
2.E. Focus of Instructional Materials: Can the teacher and student reasonably complete the amount of content presented in the submission within a regular schoolyear and does the pacing of content allow for maximum student understanding?		
2.F. Focus of Instructional Materials: Do instructions allow for careful reading and rereading of content?		
2.G. Readability of Instructional Materials: Are the colors, size of print, spacing, quantity, and type of visuals suitable for the abilities and needs of intended students?		
SUB TOTAL OF POINTS EARNED FOR PRESENTATION - A SCORE OF 30 OR ABOVE IS RECOMMENDED FOR ADOPTION		
Section 5: LEARNING	Rating	Comments
1. Motivational Strategies: Do the instructional materials include features appropriate to each grade level to motivate, challenge and excite students to persist in reading complex texts?		
2. Explicit Instruction: Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?		
3. Explicit Instruction: Are concepts, rules, information, terminology and instructions clearly stated?		
4. Guidance and Support: Are the guidance and support adaptable to developmental differences and various learning styles while still allowing all students to work with grade-level ?		

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<p>5. Guidance and Support: Have a variety of activities, as well as a variety of modalities, been included?</p>		
<p>6. Active Participation of Students: Do the materials include organized activities of periodic, frequent, and short assignments that are logical extensions of content, goals, and objectives?</p>		
<p>7. Targeted Instructional Strategies: How well do the materials take into consideration that different learning outcomes require different instructional strategies?</p>		
<p>8. Targeted Assessment Strategies: How well do the materials correlate assessment strategies that are relevant to the targeted learning outcomes?</p>		
<p>9. Targeted Assessment Strategies: Do the assessment strategies match the learner performance requirements for the types of learning outcomes that have been targeted for the subject matter?</p>		
<p>10. Targeted Assessment Strategies: Do the instructional materials take into consideration that different strategies are appropriate for assessing different types of learning outcomes?</p>		
<p>11. Targeted Assessment Strategies: Are the strategies relevant and complete enough to effectively assess and inform instruction about the learner's performance with regard to the targeted outcome?</p>		
<p>12. Targeted Assessment Strategies: Do assessment strategies include the assessment of vocabulary, comprehension, and the ability to comprehend complex syntax?</p>		
<p>SUB TOTAL OF POINTS EARNED FOR LEARNING - A SCORE OF 24 OR ABOVE IS RECOMMENDED FOR ADOPTION</p>		
<p>TOTAL POINTS EARNED FOR ALL CATEGORIES IN SECTION 2 (A SCORE OF 188 OR ABOVE IS RECOMMENDED FOR ADOPTION) TOTAL POINTS POSSIBLE: 282</p>		