

SECTION I: 2020 English Language Arts & Literacy Non-negotiable Criteria (NN)

NN 2 Evidence-Based Discussion and Writing:

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

2A. At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.

2B. Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Examples for NN Metric 2A:

Examples for NN Metric 2B:

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NN 3 Building Knowledge:
Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

3A. Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.

3B. Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

Examples for NN Metric 3A:

Examples for NN Metric 3B:

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NN 4 Foundational Skills: Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

4A. Submissions address grade-level standards for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in an evidence-based and transparent progression in each grade level.

4B. Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.

4C. Submissions provide clear, well-aligned assessment protocols and materials for all foundational skills to guide instruction, remediation, and extension.

4D. Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

Examples for NN Metric 4A:

Examples for NN Metric 4B:

Examples for NN Metric 4C:

Examples for NN Metric 4D:

SECTION II: 2020 English Language Arts & Literacy Alignment Criteria (AC)

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

AC 1: Range and Quality of Texts

AC Metric 1A: In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.

AC Metric 1B: A large majority of texts included in the instructional materials reflect the text, characteristics, and genres that are specifically required by the Standards at each grade level.

AC Metric 1C: Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards, as well as the Standards regarding range and complexity for reading.

AC 2: Questions, Tasks, and Assignments

AC Metric 2A: High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.

AC Metric 2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.

AC Metric 2C: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).

AC Metric 2D: Materials support students’ developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.

AC Metric 2E: Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.

AC Metric 2F: Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

AC Metric 2G: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a evidence-based and transparent progression to develop proficient readers.

AC 3: Building Knowledge with Texts, Vocabulary, and Tasks

AC Metric 3A: Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.

AC Metric 3B: Materials require students to engage in many short, focused research projects annually to develop students’ knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.

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AC Metric 3C: Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

AC 4: Access to Standards for All Students

AC Metric 4A: Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.

AC Metric 4B: Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.

AC Metric 4C: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

AC Metric 4D: Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).

AC Metric 4E: Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

AC5: Cultural Representation

AC Metric 5A: Texts included in the instructional materials are place-based, culturally and linguistically responsive and relevant.

AC Metric 5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.

AC 6: Accessibility/Usability

AC Metric 6A: Materials provide technological supports.

AC Metric 6B: Materials maximize teacher usability.