

## Materials Alignment Quick Check (ELA/Literacy)

(Built from Key Criteria of the Instructional Materials Evaluation Tool (IMET))

Program Reviewed:

Date:

Note taking instructions:

1. Highlight the 'met' elements of indicators in each category (e.g., \_\_\_ Materials encourage students to use targeted academic language in their speech through modeling and clear directions. *The absence of highlighting on the word "modeling" would show that modeling is not used in the program under discussion*).
2. Provide holistic evidence for the areas of strength or weakness across each category in the 'Evidence' space in each category.

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|----------------------------|--|---|--|--|
| <b>Foundational Skills</b> | ___ Systematic, explicit, research-based program includes: phonological awareness, phonemic awareness, phonics, high frequency words and fluency instruction. Consists of at least 45/minutes per day. Phonological/phonemic awareness especially emphasized in K and fluency a focus in grades 2-3. | ___ Work with decodables especially in K and grade 1, and as needed in grade 2, as well as other readers to address both phonics and making meaning from reading in grades K-3. | ___ Practice materials are abundant and contain variety (e.g.: games, puzzles, worksheets) and guidance for active practice (e.g.: movement and songs); they are easily accessible and implemented and can be used both independently and with support so students master phonics (K-2) and achieve grade-level reading fluency (grade 2). | ___ Weekly phonics and high frequency word assessments (K-3) provide clear concrete protocols that address what to do with students who perform poorly; fluency assessments (grades 2-3) include prosody and nationally verified norms at current grade level. |
| <b>Evidence:</b>           |  |   |  |  |

Program Reviewed:

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| <p><b>Close Reading of Complex Texts</b></p> | <p>___ Close reading consists of regular practice with high-quality, grade-level complex anchor texts as defined by the standards, according to quantitative and qualitative analyses. In K-2 this means text read aloud, and texts can be 3<sup>rd</sup> grade or above.</p> | <p>___ Anchor texts are of publishable quality and worthy of especially careful reading; they include a balance of fiction and nonfiction connected mostly to topics or themes under study.</p> | <p>___ High-quality sequences of standards-based TDQs support students to delve deeply into texts so they build understanding of the central ideas, key details, craft, and structure.</p> | <p>___ Culminating assignments regularly reflect what is most essential to learn from the text(s) and address several grade-level (or above) standards.</p> |
| <p><b>Evidence:</b></p>                      |   |   |  |   |

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| <p><b>Building Academic Language</b></p> | <p>___ Materials provide systematic work with academic vocabulary and syntax both in context (through text-based questions and tasks) and out of context (through games, exercises, etc.).</p> | <p>___ Materials include a cohesive, year-long plan that requires students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p> | <p>___ Words chosen for study in context are essential to understanding, more abstract, part of a semantic word family, <i>and</i> likely to appear in other complex texts students will read. Materials encourage the use, review, and assessment of the targeted words throughout the unit.</p> |
| <p><b>Evidence:</b></p>                  |  |  |   |

Program Reviewed:

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| <b>Volume of Reading to Build Knowledge</b> | ___ Materials provide a sequence of texts or full-length books organized around a variety of conceptually-related topics (themes for literary texts), with enough time allotted to allow for growth of knowledge and vocabulary. In K-2 this may be primarily texts for reading aloud. | ___ Series of texts are available at a variety of complexity levels with less complex texts supporting access to more complex texts to build knowledge. | ___ Materials provide instructions for lightweight student accountability for regularly engaging in a volume of reading both assigned (related to the topics and themes being studied) and texts of their choosing. |
| <b>Evidence:</b>                            |  |   |   |

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| <b>Evidence-Based Discussions</b> | ___ Materials integrate speaking and listening into lessons, questions, and tasks that build-in frequent opportunities for students to share their findings and build directly on others' ideas. | ___ Materials include frequent opportunities for a variety of collaborative evidence-based discussions about texts and content under study that address the analytical thinking required by the grade-level standards. | ___ Materials encourage students to use targeted academic language in their speech through modeling and clear directions. |
| <b>Evidence:</b>                  |  |  |   |

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| <b>Volume of Writing to Build Knowledge</b> | ___ Materials include frequent opportunities for evidence-based writing and regular opportunities for short focused research; both address the analytical thinking required by grade-level (or above) reading and writing standards. | ___ Materials include prominent and varied writing assignments that address different types (on demand and process writing), purposes, and genres with a focus on argumentative, informative, and blended forms of writing. | ___ Materials include explicit instruction in the fundamentals of writing, including grammar and usage instruction in and out of context. |
| <b>Evidence:</b>                            |  |   |   |

Program Reviewed:

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| <p><b>Supports for all Students</b></p> | <p>___ Materials include evidence that teachers/ students are reasonably able to complete <i>the core content within a regular school year.</i></p> | <p>___ Materials include evidence of <i>all students having the opportunity to work with and meet grade-level standards. They do this</i> by systematically building in the time, resources and supports for:</p> <ul style="list-style-type: none"> <li>• Students below grade level, and</li> <li>• Students whose first language is other than English.</li> </ul> | <p>___ Materials include <i>regular and systematic assessments</i> that measure progress on grade-level reading and writing proficiency.</p> | <p>___ Materials provide valid recommendations as to how to address results from assessments for students who show lack of mastery as well as for students who demonstrate proficiency.</p> |
| <p><b>Evidence:</b></p>                 |   |   |  |   |

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|------------------------------------|---|--|---|
| <p><b>Fit to Your District</b></p> | <p>___ Program is easy to learn and implement given your resources, personnel, and history to allow all students to meet grade-level standards.</p> | <p>___ Program fits into your existing school and community culture.</p> | <p>___ Program is more affordable relative to others that are equally effective and appropriate to your circumstance.</p> |
| <p><b>Evidence:</b></p>            |   |  |   |