Reviewing Using the Instructional Materials Evaluation Tool (IMET): English Language Arts (ELA)

Overview for Modules 101 - 104

**Purpose:**

These modules are designed for groups preparing to review K-12 ELA instructional materials. The modules are designed for groups to collaboratively build a deep understanding of the IMET alignment criteria and metrics and how they reflect the expectations of the Common Core State Standards in advance of conducting a full review of materials. Through learning about the IMET structure, the Non-Negotiable and Alignment Criteria metrics, and seeing examples and non-examples, participants will gain a solid understanding of what alignment might look like in instructional materials.

* Module 101 first addresses Non-Negotiable 1, High-quality Text, and Alignment Criterion 1, Range and Quality of Texts.
* Module 102 contains information and examples for Non-Negotiable 2, Evidence-based Discussion and Writing and Alignment Criterion 2, Questions, Tasks and Assignments.
* Module 103 contains information and examples for Non-Negotiable 3, Building Knowledge, and Alignment Criterion 3, Building Knowledge with Texts, Vocabulary, and Tasks. It then moves to a deep look at Alignment Criterion 4, Access for All Students.
* Module 104 is a K-2 specific module that can be done as a stand-alone session or combined with one of the above modules. The focus is on the metrics that follow Non-Negotiable 4 for K-2, Foundational Skills

All of the modules focus on the following essential questions:

* How does the IMET reflect the major features of the Standards and the shifts?
* What understandings support high-quality, accurate application of the IMET metrics?

The goals for the modules are that participants will:

* Understand how aligned materials embody the shifts inherent in the Common Core State Standards.
* Understand the precise meaning of each metric.
* Recognize examples and non-examples related to each IMET metric.

***A note on examples and non-examples in the modules:***

*Throughout the modules, we provide excerpts or lessons from currently or previously published materials. These are provided to have concrete examples from instructional materials to ground discussions about the metrics of the IMET. It is not possible to judge alignment of a series by a single excerpt or lesson (or even unit.) Therefore, the inclusion of examples and non-examples in these modules does not imply the ratings that a full review of the series would yield.*

**Materials: What You Need**

* PowerPoint files for each module
* Capability to play video with audio
* Participant Handout Packet for each module, one per participant
* Chart paper, post-its, pens, highlighters (pink, green and yellow for each participant)
* Resources printed for each participant:
	+ - [Instructional Materials Evaluation Tool, ELA, K-2](http://achievethecore.org/content/upload/IMET_Version3_ELA_K-2.pdf)
		- [Instructional Materials Evaluation Tool, ELA, 3-12](http://achievethecore.org/content/upload/IMET_Version3_ELA_3-12.pdf)

*Note: Participants should be encouraged to take notes and record evidence for each metric directly in their copy of the IMET. Corresponding page numbers in the IMET are noted on all relevant slides in the PPT.*

* Resources for reference:
	+ - [Common Core State Standards for ELA & Literacy in History/Social Studies, Science and Technical Subjects](http://www.corestandards.org/ELA-Literacy/), several copies per table
		- [Revised Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf) one copy per table (if needed)
		- [Revised Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12](http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf), one copy per table (if needed)

**Timeframe to Complete the Modules:**

You will need between 6 and 9 hours to complete all the full modules. All modules include flexible time frames based on the inclusion of optional activities. These modules can be divided into chunks to fit a variety of time schedules.

Following is some guidance about how you might use the materials:

* If you have two full training days, use all of the modules, building in breaks and being sure to integrate some of the suggested engagement activities listed below.
* If you have shorter time blocks, use the break slides to divide the content, allowing approximately one hour each for the introduction and coloring the shifts, Non-Negotiable 1, Non-Negotiable 2, and Non-Negotiable 3 and 30 minutes for Non-Negotiable 4.
* For groups needing only grades 3-5 or 6-12 content, Module 104 is not needed.

**Directions for Implementation:**

Before the Module(s):

* Read the Facilitator Guide and familiarize yourself with the module contents.
* Prepare the handout packet and materials.
* Review the PowerPoint(s) so you are familiar with the information and flow of the module. Answer all the questions that you are asking participants to discuss in the modules. All PowerPoints contain detailed notes to accompany each slide, with coordinating page numbers for both the IMET and handout packet.
* Prepare the optional Text-Dependent Writing prompt sort.
* Set up, download, and practice playing all videos used in the PPT(s).

During the Module(s):

* Follow the notes on the Facilitator Guide tables and refer to the notes in the PowerPoint.
* Participants should be sitting in groups. A variety of strategies can be used to facilitate conversations.
* Choose or assign a Metrics Monitor at each table. This person’s job is to continually steer conversations back to the IMET metric wording, and to encourage participants to find evidence matched to the requirements of the metric. This helps keep conversations focused.
* If the modules are broken up, consider reviewing norms each time the group begins.
* To save time, participants can be assigned texts to read in advance. Fossil Fish Found!, Earthquakes, and The Making of a Scientist are used in the training, printed in the handouts and could be pre-read.
* Consider adding engagement through the following activities:
* Have participants get up and find a partner across the room to discuss their answer to a question.
* Take a Stand: Designate one side of the room is “meets” and the other side as “not meets” (the middle of the room is “partially meets”) – ask participants to move to the spot that shows how they would rate a given material and then discuss their evidence.
* Silent Conversation. Put a poster for each metric around the room. Give each person a marker and have him/her comment on the metric and respond to one another’s comments. Finish with a gallery walk or ask someone to read the comments on each poster.
* Clock Partners: Have participants draw a large circle on a piece of paper and fill in the hours 1–12, like the face of a clock. Have them mingle throughout the room and find a partner for each hour – each participant writes their partner’s name at their agreed upon hour. Throughout the training, have them connect with their \_\_\_-o’clock partner to discuss a given question or example.
* Have participants highlight the most important words in the metric. Have participants share with each OR create an electronic poll where they enter their words. (See <https://www.mentimeter.com> for a free polling resource.)
* Provide incorrect interpretations of the metric and have the participants discuss what misunderstanding is demonstrated.