

Materials Alignment Quick Check (ELA/Literacy) – With Ratings
 (Built from Key Criteria and Features of the Instructional Materials Evaluation Tool (IMET))

Program Reviewed:

Review Team:

Date:

Reviewer 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 review*).
2. Provide holistic evidence for the areas of strength or weakness across each category in the ‘Evidence for Rating’ space.
3. Assign a holistic rating to each category from “Not aligned” to “Aligned and particularly rich”.
4. Add up the scores for the ratings from the first seven categories.

Foundational Skills	___ 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.
Evidence for Rating:	___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)			

Program Reviewed:

Close Reading of Complex Texts	<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 3rd 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>
Evidence for Rating:	<p>___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)</p>			

Building Academic Language	<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>
Evidence for Rating:	<p>___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)</p>		

Program Reviewed:

Volume of Reading to Build Knowledge	___ 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.
Evidence for Rating:	___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)		

Evidence-Based Discussions	___ 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.
Evidence for Rating:	___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)		

Volume of Writing to Build Knowledge	___ 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.
Evidence for Rating:	___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)		

Program Reviewed:

Supports for all Students	___ Materials include evidence that teachers/ students are reasonably able to complete <i>the core content within a regular school year.</i>	___ Materials include evidence of <i>all students having the opportunity to work with and meet grade-level standards. They do this by systematically building in the time, resources and supports for:</i> <ul style="list-style-type: none"> • Students below grade level, and • Students whose first language is other than English. 	___ Materials include <i>regular and systematic assessments</i> that measure progress on grade-level reading and writing proficiency.	___ 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.
Evidence for Rating:	___ Not aligned (0) ___ Somewhat aligned, elements missing (1) ___ Aligned (2) ___ Aligned and particularly rich (3)			

Fit to Your District	___ Program is easy to learn and implement given your resources, personnel, and history to allow all students to meet grade-level standards.	___ Program fits into your existing school and community culture.	___ Program is more affordable relative to others that are equally effective and appropriate to your circumstance.
Evidence for Rating:	___ Not suited ___ Could work ___ Well suited		

Total Score: _____