

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review



Textbooks and their digital counterparts are not only vital classroom tools but also a major expense, and it is worth taking time to find the best quality materials for students and teachers. While there is no perfect set of materials or textbooks, this Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR) is designed for use by professionals as a framework for evaluating the quality of instructional materials and choosing materials that are best suited to provide a coherent learning experience for students.

The district should begin its textbook adoption process by screening an entire publisher series with the Instructional Materials Evaluation Toolkit ([IMET](#)), developed by Student Achievement Partners, to see which ones are worthy of deeper consideration. The IMET, built on the [Publishers' Criteria](#) for ELA/Literacy and Mathematics, has two major non-negotiable sections and seven alignment sections. The GIMET-QR mirrors that structure, providing key criteria for each individual grade. But rather than providing an exhaustive list of grade-level standards, GIMET-QR focuses on the most distinctive, key features of the standards by grade, allowing for more in-depth analysis of the quality of the content and the instructional design of the materials—the rigor called for in the [Common Core State Standards \(CCSS\)-English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects](#).

This document contains Guiding Statements along with references to the CCSS. In response to each Guiding Statement, reviewers are asked to cite specific supporting evidence from the materials themselves, rather than relying on the table of contents or the topic headings. Evidence should include scaffolding to support ALL students including [English language learners](#), students with identified disabilities, and struggling readers with the expectation that they learn and achieve the grade-level standards. This supporting evidence can then be used to rate whether and to what degree the criteria have been met. In some cases, reviewers will want to click on the reference links to obtain more detailed information from the Reading, Writing, Speaking and Listening, and Language strands of the CCSS, as well as the CCSS Appendices.

The review process culminates with a summary in which reviewers cite strengths and weaknesses of the product, thus providing explicit details for the overall assessment. The summary may also indicate any areas that district curriculum leaders may need to augment or supplement prior to making a recommendation for purchase.

Please note: [Acrobat Reader](#) or Adobe Acrobat is required to complete this form electronically and save any data entered by users.

NON-NEGOTIABLE 1: TEXT COMPLEXITY

Even though the materials under review have already met the quantitative and qualitative measures of the *IMET* for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade five standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, *English language learners*, students who are performing at grade level, and advanced students).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>Literature and Informational Text</p> <p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of <u>close</u> reading. (See exemplars in CCSS, Appendix B.)</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts at the high end of the grades three through five text complexity band.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

NON-NEGOTIABLE 2: QUESTIONS AND TASKS

At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the *IMET* screen. Text-dependent questions that address the grade five standards will be described in greater depth in Alignment Criterion II.

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

Materials must reflect a wide range of text types and genres, as required by the standards. In grade five, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in *Appendix B* of the Common Core State Standards.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>Literature and Informational Text</p> <p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>1b. Text sets include a diverse range of high-quality, culturally-responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> • Drama and poetry • Stories from various genres that invite exploration of the treatment of themes and topics 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>1d. The range of informational texts include selections that:</p> <ul style="list-style-type: none"> • Present historical events • Present multiple accounts of the same event or topic • Provide technical information • Present scientific ideas or concepts • Contain relevant visual representations of information 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (*IMET*) and domain-specific words and phrases. Texts for grade five students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (*CCSS*).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>Literature and Informational Text</p> <p>2a. <i>Key Ideas and Details</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> • Quoting from a text when explaining what the text says explicitly and making inferences • Summarizing text • Determining the theme of a story, drama, or poem from details in the text • Determining two or more main ideas of a text and how they are supported by key details • Comparing and contrasting two or more characters, settings, or events in a story or drama • Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts covered in informational texts 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as figurative language • Explaining how a series of chapters, scenes, or stanzas fit together to form the overall structure of a story, drama, or poem • Comparing and contrasting the overall structure of two or more informational texts • Analyzing multiple accounts of the same event or topic, noting similarities and differences in point of view and describing how point of view influences how events are described 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>2c. <i>Integration of Knowledge and Ideas</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> • Drawing information from multiple print or digital sources • Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text • Comparing and contrasting the treatment of similar themes, topics, and patterns of events • Comparing and contrasting stories in the same genre on their approaches to similar themes and topics • Explaining how an author uses reasons and evidence to support points • Integrating information from several texts on the same topic 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade five, see the [Common Core State Standards for English Language Arts and Literacy](#). The metrics below show key characteristics to look for in your review of materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p> <ul style="list-style-type: none"> • Writing opinion pieces on topics or texts, supporting a point of view with reasons and information • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level opinion, informational, and narrative writing.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade five writing standards, including:</p> <ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills <p>Materials should also guide the teaching of specific components of grade five writing standards 1-3 (See CCSS).</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including:</p> <ul style="list-style-type: none"> • Using several sources to investigate different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Summarizing or paraphrasing information in notes and finished work • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade five includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade five Reading Standards for Foundational Skills, including instruction in phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including:</p> <ul style="list-style-type: none"> • Understanding grade-level vocabulary using an integrated approach (including affixes, multi-syllable words, etc.) • Understanding multisyllabic words in context and out of context • Self-correcting using word recognition skills and context clues, rereading text purposefully as needed 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION V: LANGUAGE

The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>Conventions of Standard English</p> <p>5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade five are designed to help build student understanding and use of:</p> <ul style="list-style-type: none"> • Conjunctions (including correlative conjunctions), prepositions, and interjections, including knowing and explaining their function in a sentence • Correct verb tense, including perfect tenses, to convey various times, sequences, states, and conditions • Correct spelling of grade-level words • Commas to separate items in a series, separate an introductory phrase from the rest of a sentence, to indicate direct address, or to set off tag words or questions • Underlining, quotation marks, or italics to indicate titles 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>Knowledge of Language</p> <p>5b. The materials support instruction on:</p> <ul style="list-style-type: none"> • Expanding, combining, and reducing sentences • Comparing and contrasting the varieties of English dialects and registers used in stories, dramas, or poems 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>Vocabulary Acquisition and Use</p> <p>5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:</p> <ul style="list-style-type: none"> • Using context clues to unlock the meaning of words • Using Greek or Latin affixes and roots as clues to the meaning of words • Consulting reference materials to determine pronunciation or the meaning of words 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see [IMET](#)). If grade five students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>6a. <i>Comprehension and Collaboration</i>. Materials provide a language framework for student participation in academic conversations, including the ability to:</p> <ul style="list-style-type: none"> • Come to a discussion prepared • Follow agreed upon rules/roles • Pose and respond to specific questions to clarify or follow up on information • Review key ideas and explain their own ideas • Differentiate between contexts for formal English and situations where informal discourse is appropriate • Use accurate, grade-appropriate general academic and domain-specific words and phrases 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials provide a language framework for student planning of effective presentations, focusing on:</p> <ul style="list-style-type: none"> • How to report on a topic or text using evidence to present findings from research • How to present an opinion • How to sequence ideas logically • How to use appropriate facts and relevant details to support ideas • How to use descriptive details to support main ideas or themes • How to use multimedia components • How to adapt speech to a variety of audiences 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS

*While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of **all** grade five students, the materials must include supports for students to comprehend text at the high end of the grades three through five text complexity band. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments. These assessments should provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p> <ul style="list-style-type: none"> • Academic language • Linguistic frames for student talk and writing • Repeated grammatical structures and language 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>7b. The materials include student supports such as:</p> <ul style="list-style-type: none"> • Multiple digital and media versions of texts • Illustrations • Graphs and charts • Maps and photographs • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>

¹ For additional considerations for ELLs, see [A Framework for Raising Expectations and Instructional Rigor for English Language Learners](#)

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>7e. The materials include assessments along with:</p> <ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release² • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind 		<p>4) extensive 3) sufficient 2) some 1) weak Rating Pending</p>
<p>OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence</p>		
<p>SUMMARY STATEMENT (Explain why the materials received this overall rating):</p>		

² Gradual release: scaffolding of instruction so that students develop the ability to read and complete tasks and assignments independently and proficiently.

DECISION RECORDING SHEET

Completed by: _____

Date: _____

Based on the substantial evidence collected and the analysis you have done as you reviewed these materials, complete the following form. Please add comments about what influenced your decision in each of the areas listed below.

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
Non-Negotiable 1: Text Complexity		4) extensive 3) sufficient 2) some 1) weak
Non-Negotiable 2: Questions and Tasks		meets does not meet
Alignment Criterion I: Range and Quality of Texts		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion II: Questions and Tasks Support Student Learning		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion III: Writing to Sources and Research		4) extensive 3) sufficient 2) some 1) weak

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
Alignment Criterion IV: Foundational Skills		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion V: Language		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion VI: Speaking and Listening		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion VII: Scaffolding and Supports		4) extensive 3) sufficient 2) some 1) weak
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
GENERAL COMMENTS: 		

ADOPTION COMMITTEE RECOMMENDATION FORM

Based on the substantial evidence collected, please rank all the grade five materials you reviewed in the order in which you would recommend them for adoption. The program or materials with your highest recommendation should be listed as number one below. Please provide any comments you deem pertinent. Include answers to the following questions based on the evidence cited in your materials review:

- **What are the top three strengths of this text?**
- **What areas need improvement?**
- **What additional supports would be needed to implement the textbook series or digital materials?**

RECOMMENDED	
PROGRAM NAME/EDITION:	COMMENTS:
1	
2	
3	

continued >

NOT RECOMMENDED

	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

Completed by: _____

Date: _____