Facilitation Guide: Introduction to the Instructional Materials Evaluation Tool (IMET): ELA

**Timeframe to Complete the Module:** Allow approximately 1.5 to 2.5 hours for this module.

**Materials: What You Need**

* Introduction Module PPT file
* Introduction Module Participant Handout
* [Instructional Materials Evaluation Tool, ELA, K-2](http://achievethecore.org/IMET)
* [Instructional Materials Evaluation Tool, ELA, 3-12](http://achievethecore.org/IMET)

**Directions for Implementation:**

| **Topic** | **Time** | **PowerPoint slides** | **Materials Needed** |
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| Introduction*Essential Questions, Norms, Agenda, and short history of the IMET* | 10 minutes | Slides 1–10 | * Participant Handout, p. 1
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| Shifts Overview*A general overview of the three ELA shifts and the research associated with them.*  | 15 minutes | Slides 11–20 | * Participant Handout, p. 2
* (Slide 11) Depending on the needs of the group, this information may need to be adjusted. The presenter may use any of the slides 11-20 or choose from the following options to review the 3 ELA Shifts:
1. (14 minutes): Show video of Sandra Alberti presenting the shifts to Illinois parents: <https://www.youtube.com/watch?v=o3xyRsyxENo>
2. Have participants read Handout, p. 2. Tell them to underline what resonates with them about the requirements of the shift. Get up and find a partner to discuss (partner with same color shoes, same hair color and/or eye color, etc.) Shift 1, then Shift 2, and Shift 3.

*In the unlikely case the Shifts are new to reviewers, there is a 1-2 hour PD module available at:* <http://achievethecore.org/page/394/professional-development-introduction-to-the-ela-literacy-shifts-detail-pg>  |
| Color the Shifts*This is an introductory preview activity where participants look closer at IMET to get a feel for the layout and the metrics.*  | 10–15 minutes | Slides 21–23 | * Participant Handout, p. 3
* IMET, pp. 5, 9, 13, 17, 22, 31, and 36 are the criteria overview pages.
* Materials: Pink, yellow and green highlighters (one for each participant
 |
| Non-Negotiable 1: High-Quality Text*Evaluating text complexity through qualitative and quantitative measures*  | 15–22 minutes | Slides 24–37 | * Participant Handout
* Text Complexity Grade Bands, p. 5
* Qualitative Complexity Rubric for both Informational and Literary texts, pp. 6–7
* Grade 4 basal series example and a second example, p.8
* IMET
* Non-Negotiable Evidence column, pp. 6–7

*If further information is needed on text complexity, refer to the Common Core State Standards, Appendix A.*  |
| Non- Negotiable 2: Evidence-based Discussion and Writing*Evaluating questions for text dependency* | 20–30 minutes | Slides 38–43  | * IMET
* Non-Negotiable 2, p. 9
* Non-Negotiable 2 Summary, p. 12
* Participant Handout
* Example or Non-example Performance Task and Close Reading Example, p. 8
* Fossil Fish and Earthquake Passage and Question Set, pp. 11–23
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| Non-Negotiable 3: Building Knowledge*Systematically building knowledge through reading, writing, speaking, listening and language study.* | 10–20 minutes | Slides 44–50  | * IMET
* Non-Negotiable 3, p. 13
* Video: <https://vimeo.com/132681353> (use minutes 25:51-31:39)
* Participant Handout
* Knowledge Sequence, p. 25
* Independent Reading, p. 27
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| Non-Negotiable 4: Foundational Skills*Evaluating materials for evidence of systematic, research-based approach.* | 15–20 minutes | Slides 51–54  | * IMET
* Non-Negotiable 4, p. 17
* Video: [Ready Gen - Research-Based Approach](http://mytrainingconnection.com/assets/files/episodes/20150922_0000_394f130056017224ee2e17d7bafcf566/index.html#chp4)
* Participant Handout
* Core Knowledge Skills Strand, pp. 30–53
* Louisiana Believes, p. 54
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