

**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.

<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 for Rating:</b>	<p align="center">           ___ Not aligned (0)      ___ Somewhat aligned, elements missing (1)      ___ Aligned (2)      ___ Aligned and particularly rich (3)         </p>			

Program Reviewed:

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

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

Program Reviewed:

<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 for Rating:</b>	___ Not aligned (0)    ___ Somewhat aligned, elements missing (1)    ___ Aligned (2)    ___ Aligned and particularly rich (3)		

<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 for Rating:</b>	___ Not aligned (0)    ___ Somewhat aligned, elements missing (1)    ___ Aligned (2)    ___ Aligned and particularly rich (3)		

<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 for Rating:</b>	___ Not aligned (0)    ___ Somewhat aligned, elements missing (1)    ___ Aligned (2)    ___ Aligned and particularly rich (3)		

Program Reviewed:

<b>Supports for all Students</b>	___ 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"> <li>• Students below grade level, and</li> <li>• Students whose first language is other than English.</li> </ul>	___ 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.
<b>Evidence for Rating:</b>	___ Not aligned (0)      ___ Somewhat aligned, elements missing (1)      ___ Aligned (2)      ___ Aligned and particularly rich (3)			

<b>Fit to Your District</b>	___ 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.
<b>Evidence for Rating:</b>	___ Not suited                      ___ Could work                      ___ Well suited		

**Total Score: \_\_\_\_\_**