

PUBLISHER:			
SUBJECT:	4001 – English Language Arts	SPECIFIC GRADE:	First Grade
COURSE:		TITLE	
COPYRIGHT:			
SE ISBN:		TE ISBN:	
URL for Online Resources:			
Teacher Demo Account Username:		Teacher Demo Account Password:	
Student Demo Account Username:		Student Demo Account Password:	

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 1

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	
		3. FORMAT This resource includes an interactive electronic/digital component for students.	
		4. BIAS The instructional resource is free of political bias.	
		5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)	

GENERAL EVALUATION CRITERIA

2021 - 2027

Group II – English Language Arts

Grade 1

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:										
College- and Career- Readiness Skills											
Thinking and Problem-Solving Skills											
<i>English Language Arts Content:</i>											
	1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;										
	2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students’ own lives and future situations;										
	3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and										
	4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.										

Information and Communication Skills/English Language Arts

For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

	5. locate existing information in a variety of formats, interpret meaning and then create original communication;						
	6. make informed choices about sources and information; and						
	7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						

Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

	8. conduct academically appropriate research, validate sources, and report ethically on findings;						
	9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;						
	10. engage in self-directed inquiry;						
	11. work collaboratively; and						
	12. practice time and task management skills in problem-based learning situations.						

Developmentally Appropriate Instructional Resources and Strategies

For student mastery of college- and career- readiness standards, the instructional resources

	13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.						
	14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.						
	15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;						

	16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.						
	17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;						
	18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;						
	19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;						
	20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;						
	21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes: <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 						
	22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;						
	23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.						
	24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;						
	25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);						
	26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;						

	27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.						
	28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)						
Life Skills							
<i>For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:</i>							
	29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.						
	30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and						
	31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.						
	32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).						
Assessment							
	32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).						
	33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.						

	34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).						
Organization, Presentation and Format							
	35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.						
	36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.						
	37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).						

SPECIFIC EVALUATION CRITERIA

2021-2027 Group II – *English Language Arts* CCR *Grade 1*

All West Virginia teachers are responsible for classroom instruction that integrates content standards, content standards, technology, and dispositions for student success. In grade 1, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for first grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge and text structure), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional year, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in first grade will continue enhancing skills in a developmentally appropriate progression of standards. Following the skill progressions from kindergarten, the following chart highlights the college- and career-readiness indicators that will be developed in first grade:

College- and Career-Readiness Indicators for Grade 1

Literacy Foundations

<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use phonics (matching letters and sounds) and word analysis skills to decode unfamiliar words. • Recognize and reproduce the structure of sounds in language. 	
Reading	Writing
<ul style="list-style-type: none"> • Participate in daily read alouds of complex texts to build knowledge and vocabulary. • Ask and answer questions about key details in literary and informational texts independently and in read alouds. • Use text features to locate information and compare and contrast different types of texts. 	<ul style="list-style-type: none"> • Write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure. • Write narratives with appropriate sequences, including details, transitional words, and a sense of closure. • Participate in shared research and writing.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Participate in collaborative conversations about first grade topics and texts and follow agreed-upon rules for discussions. • Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Produce a variety of complete sentence types and structures. • Capitalize dates, names of people, and use appropriate ending punctuation. • Use context, affixes, and root words to determine the meaning of a word with multiple meanings. • Demonstrate an understanding of figurative language with guidance and support. • Learn and use words and phrases acquired through independent reading, read alouds, and conversations.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses										
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
Literacy Foundations											
	A. Fluency										

	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 								
	<p>B. Phonics and Word Recognition</p>								
	<p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words. 								
	<p>C. Handwriting</p>								
	<p>3. Print all upper- and lowercase letters using proper letter formation and directionality.</p>								
	<p>D. Phonological Awareness</p>								
	<p>4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds, including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds. 								
	<p>E. Print Concepts</p>								
	<p>5. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence, including first word, 								

	capitalization, and ending punctuation.						
Reading							
	F. Key Ideas and Details						
	6. Ask and answer questions about key details in a literary text.						
	7. Retell stories, including key details, and demonstrate understanding of their central idea or lesson in literary texts.						
	8. Describe characters, settings, and major events in a story, using key details in literary texts.						
	9. Ask and answer questions about key details in an informational text.						
	10. Identify the main topic and retell key details of an informational text.						
	11. Describe the connection between two individuals, events, ideas, or pieces of information in an informational text.						
	G. Craft and Structure						
	12. In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.						
	13. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.						
	14. Identify who is telling the story at various points in a literary text.						
	15. Ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.						
	16. Know and use various text features to locate key facts or information in an informational text.						
	17. Distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.						
	H. Integration of Knowledge and Ideas						
	18. Use illustrations and details in a story to describe its characters, setting, or events in literary texts.						
	19. Compare and contrast the adventures and experiences of characters in stories in literary texts.						
	20. Use the illustrations and details in a text to describe its key ideas in informational texts.						
	21. Identify the reasons an author gives to support points in an informational text.						
	22. Identify basic similarities in and differences between two informational texts on the same topic.						
	I. Range of Reading and Text Complexity						
	23. With prompting and support, read literary texts of appropriate complexity for grade 1.						
	24. With prompting and support, read informational texts of appropriate complexity for grade 1.						

Writing							
	J. Text Types and Purposes						
	25. Write opinion pieces by introducing the topic or name of the text being discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.						
	26. Write informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.						
	27. Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order, and provide some sense of closure.						
	K. Production and Distribution of Writing						
	28. (Begins in Grade 3.)						
	29. With guidance and support from adults and collaborative discussions, focus on a topic and add details to strengthen writing as needed.						
	30. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with peers.						
	L. Research to Build and Present Knowledge						
	31. Participate in shared research and writing.						
	32. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
	33. (Begins in grade 4.)						
	M. Range of Writing						
	34. (Begins in grade 3.)						
Speaking & Listening							
	N. Comprehension and Collaboration						
	35. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Follow agreed-upon rules for discussions. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion. 						
	36. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.						
	37. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.						
	O. Presentation of Knowledge and Ideas						
	38. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.						

	39. Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.						
	40. Produce complete sentences when appropriate to task and situation.						
Language							
	P. Conventions of Standard English						
	41. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present, and future. • Use frequently occurring adjectives. • Use frequently occurring conjunctions. • Use determiners (e.g., a, the, most, this one, third). • Use frequently occurring prepositions. • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 						
	42. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 						
	Q. Knowledge of Language						
	43. (Begins in grade 2.)						
	R. Vocabulary Acquisition and Use						
	44. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words and their inflectional forms (e.g., looks, looked, and looking). 						
	45. With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Sort words into categories to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes. 						

	<ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs differing in manner. • Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings. 							
	<p>46. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use frequently occurring conjunctions to signal simple relationships.</p>							