

PUBLISHER:			
SUBJECT:	4002 – English Language Arts	SPECIFIC GRADE:	Second 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 2

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 2

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 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 2, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for second 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, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, 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 second grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from first grade, the following chart represents the college- and career-readiness indicators that will be developed in second grade:

College- and Career-Readiness Indicators for Grade 2	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use phonics and word analysis skills to decode unfamiliar words. • Create readable documents with legible print or cursive. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range. • 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 informational texts. • Describe the overall structure of a literary text and acknowledge differences in character viewpoints. 	<ul style="list-style-type: none"> • Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words, 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 second 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, expand, and rearrange a variety of sentence types and structures. • Capitalize holidays, product names, and geographic names, and use commas and apostrophes when writing.

	<ul style="list-style-type: none"> • 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.
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<p style="text-align: center;">(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</p>	<p style="text-align: center;">County Adoption Committee Evaluation Responses</p>							
	<p style="text-align: center;">I=In- depth</p>	<p style="text-align: center;">A=Adequate</p>	<p style="text-align: center;">M=Minimal</p>	<p style="text-align: center;">N=Nonexistent</p>	<p style="text-align: center;">I</p>	<p style="text-align: center;">A</p>	<p style="text-align: center;">M</p>	<p style="text-align: center;">N</p>
<p>Literacy Foundations</p>								
	<p>A. Fluency</p>							
	<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 prose and poetry 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"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. 							

	<ul style="list-style-type: none"> Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 						
	C. Handwriting						
	3. Create readable documents with legible print or cursive as developmentally appropriate.						
Reading							
	D. Key Ideas and Details						
	4. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in literary text.						
	5. Recount stories, including fables and folktales from diverse cultures and determine their central idea, lesson, or moral in literary text.						
	6. Describe how characters in a story respond to major events and challenges in literary text.						
	7. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in informational text.						
	8. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text.						
	9. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.						
	E. Craft and Structure						
	10. Describe how words and phrases in literary text supply rhythm and meaning in a story, poem, or song.						
	11. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.						
	12. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text.						
	13. Determine the meaning of words and phrases in informational text relevant to a grade 2 topic or subject area.						
	14. Know and use various informational text features to locate key facts or information in a text efficiently.						
	15. Identify the main purpose of informational text, including what the author wants to answer, explain, or describe						
	F. Integration of Knowledge and Ideas						
	16. Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.						

	17. Compare and contrast two or more versions of the same story by different authors or from different cultures in a literary text.						
	18. Explain how specific images contribute to and clarify an informational text.						
	19. Describe how reasons support specific points the author makes in an informational text.						
	20. Compare and contrast the most important points presented by two informational texts on the same topic.						
	G. Range of Reading and Text Complexity						
	21. By the end of the year, read and comprehend literary texts in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
	22. By the end of year, read and comprehend informational texts, including social studies, science, and technical texts, in the grades 2–3 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
Writing							
	H. Text Types and Purposes						
	23. Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section.						
	24. Write informative/explanatory texts by introducing a topic, using facts and definitions to develop points, and providing a concluding statement or section.						
	25. Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, and using transitional words to signal event order and provide a sense of closure.						
	I. Production and Distribution of Writing						
	26. (Begins in Grade 3.)						
	27. With guidance and support from adults and collaborative discussions, focus on a topic and strengthen writing as needed by revising and editing.						
	28. With guidance and support from adults, use a variety of age-appropriate technologies to produce and publish writing, including collaboration with peers.						
	J. Research to Build and Present Knowledge						
	29. Participate in shared research and writing.						
	30. Recall information from experiences or gather information from provided sources to answer a question.						
	31. (Begins in grade 4.)						
	K. Range of Writing						
	32. (Begins in grade 3.)						

Speaking & Listening							
	L. Comprehension and Collaboration						
	33. Participate in collaborative conversations with diverse partners about grade 2 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 linking comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 						
	34. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						
	35. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.						
	M. Presentation of Knowledge and Ideas						
	36. Tell a story or recount an experience with appropriate facts and relevant, descriptive details; speaking audibly and coherently.						
	37. Create audio recordings of stories or poems; add visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.						
	38. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						
Language							
	N. Conventions of Standard English						
	39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use collective nouns. Form and use frequently occurring irregular plural nouns. Use reflexive pronouns. Form and use the past tense of frequently occurring irregular verbs. Use adjectives and adverbs and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences. 						
	40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words. Consult reference materials, including beginning dictionaries, as needed to 						

	check and correct spellings.						
	O. Knowledge of Language						
	41. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Compare formal and informal uses of English. 						
	P. Vocabulary Acquisition and Use						
	42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 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. • Determine the meaning of the new word formed when a known prefix is added to a known word. • Use a known root word as a clue to the meaning of an unknown word with the same root. • Use knowledge of the meaning of individual words to predict the meaning of compound words. • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 						
	43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Distinguish shades of meaning among closely related verbs and closely related adjectives. 						
	44. Use words and phrases acquired through conversations, reading, being read to, and responding to texts; use adjectives and adverbs to describe.						