PUBLISHER:			
SUBJECT:	4004 – English Language Arts	SPECIFIC GRADE:	Fourth 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:	

<h1 style="color:red; text-align:center">NON-NEGOTIABLE EVALUATION CRITERIA</h1>

2021-2027

Group II – *English Language Arts - Grade 4*

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)	

<h1 style="color:red; text-align:center">GENERAL EVALUATION CRITERIA</h1>

2021 -2027
Group II – English Language Arts
Grade 4

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											
English Language Arts Content:											
	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.									

Commented [SH1]: I'm not 100% about the wording of this one. @MaggieLuma I need your input.

The intention behind "usage patterns" is a little confusing. It also seems to imply that students are not explicitly taught phonics and are instead discovering as in an implicit model.

I think we need a bolder criteria when getting into the phonics piece. I'm going back to look at the K-5 document in order to capture their thinking.

	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: • 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

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

	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 4*

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 4, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fourth 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 fourth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from third grade, the following chart represents the college- and career-readiness indicators that will be developed in fourth grade:

College- and Career-Readiness Indicators for Grade 4
Literacy Foundations
• Read with sufficient accuracy and fluency to support comprehension.
• Use phonics and word analysis skills to decode unfamiliar words.
• Write fluidly and legibly in cursive or joined italics.

Reading	Writing
- Read and comprehend a variety of complex texts including texts that fall in the 740-1010 Lexile range. - Refer to details and examples in literary and informational texts when explaining what the text says explicitly and when drawing inferences from the text. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably - Compare and contrast the structures and points of view of multiple literary and informational texts.	- Write opinion and informative pieces by clearly introducing a topic; developing the topic with reasons supported by facts, details, quotations, or other information related to the topic; linking ideas with words and phrases; and providing a concluding statement or section. - Write narratives with clear event sequences by introducing the setting; using dialogue, sensory details, a variety of transitional words and phrases, and providing a conclusion that follows from the narrated experiences or events.
Speaking/Listening	**Language**
- Engage effectively in collaborative discussions on fourth grade topics and texts, building on others' ideas and expressing ideas clearly. - Identify the reasons and evidence a speaker provides to support particular points.	- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs. - Use correct capitalization, commas and quotation marks. - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.

(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							
	1. Read with sufficient accuracy and fluency to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate,							

	and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.								
	B. Phonics and Word Recognition								
	2. Know and apply grade-level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.								
	C. Handwriting								
	3. Write fluidly and legibly in cursive or joined italics.								
Reading									
	D. Key Ideas and Details								
	4. Refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.								
	5. Determine a theme of a story, drama, or poem from details in the literary text; summarize the text.								
	6. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the literary text.								
	7. Refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences from the text.								
	8. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.								
	9. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the informational text.								
	E. Craft and Structure								
	10. Determine the meaning of words and phrases as they are used in a literary text, including words that allude to significant characters such as those found in mythology.								
	11. Explain major differences between poems, drama, and prose; refer to the structural elements of poems and drama when writing or speaking about a literary text.								
	12. Compare and contrast the point of view from which different literary texts are narrated, including the difference between first- and third-person narrations.								
	13. Determine the meaning of general academic and domain-specific words or phrases in an informational text relevant to a grade 4 topic or subject area.								

	14. Describe the overall structure of events, ideas, concepts, or information in all or part of an informational text.						
	15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the focus and information provided in these informational texts.						
	F. Integration of Knowledge and Ideas						
	16. Make connections between the text of a story or drama and a visual or oral presentation of the literary text, identifying where specific descriptions and directions in the text are reflected in the visual or oral presentation.						
	17. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, traditional literature, and literary text from different cultures.						
	18. Interpret information presented visually orally or quantitatively and explain how the information contributes to an understanding of the informational text in which it appears.						
	19. Explain how an author uses reasons and evidence to support particular points in an informational text.						
	20. Integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably.						
	G. Range of Reading and Text Complexity						
	21. By the end of the year read and comprehend literary texts in the grades 4–5 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
	22. By the end of the year read and comprehend informational texts, including social studies, science and technical texts, in the grades 4–5 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 on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, or in addition). • Provide a concluding statement or section related to the opinion presented.						
	24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to						

	aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (e.g., another, for example, also, or because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.						
	25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.						
	I. **Production and Distribution of Writing**						
	26. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.						
	27. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to demonstrate command of Language standards up to and including grade 4.						
	28. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.						
	J. **Research to Build and Present Knowledge**						
	29. Conduct short research projects that build knowledge through investigation of different aspects of a topic.						
	30. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.						
	31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.						
	K. **Range of Writing**						
	32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.						
Speaking & Listening							
	L. **Comprehension and Collaboration**						

	33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 4 topics and texts, building on others' ideas and expressing ideas clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain ideas and understanding in light of the discussion.								
	34. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.								
	35. Identify the reasons and evidence a speaker provides to support particular points.								
	M. Presentation of Knowledge and Ideas								
	36. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.								
	37. Add audio recordings and visuals to presentations when appropriate to enhance the development of main ideas or themes.								
	38. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; demonstrating command of grade 4 Language standards and using formal English when appropriate to task and situation.								
Language									
	N. Conventions of Standard English								
	39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Use relative pronouns. • Form and use the progressive verb tenses. • Use modal auxiliaries to convey various conditions (e.g., can, may, or must). • Order adjectives within sentences according to conventional patterns. • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words.								
	40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations								

	from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.						
	O. Knowledge of Language						
	41. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.						
	P. Vocabulary Acquisition and Use						
	42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.						
	43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Explain the meaning of simple similes and metaphors in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their antonyms and to their synonyms.						
	44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.						