PUBLISHER:				
SUBJECT:	4005 – English Language Arts		SPECIFIC GRADE:	Fifth 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 5*

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 5

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 5*

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 5, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fifth 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 fifth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from fourth grade, the following chart represents the college- and career-readiness indicators that will be developed in fifth grade:

College- and Career-Readiness Indicators for Grade 5
Literacy Foundations
• Read with sufficient accuracy, rate, and expression to support comprehension.   • Use knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to accurately read unfamiliar multisyllabic 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 high end of the 740-1010 Lexile range. - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - Compare and contrast the structures of multiple literary and informational texts. - Analyze differences in point of view and how point of view influences how events are described.		- Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing with guidance and support from peers and adults. - Gather relevant information from several sources and provide a list of sources. - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Speaking/Listening		**Language**
- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing ideas clearly. - Summarize information presented in diverse formats, including the points a speaker makes and how each claim is supported by reasons and evidence.		- When writing and speaking, use a variety of sentences for meaning, reader/listener interest, and style. - Demonstrate understanding of conjunctions, prepositions, interjections, and verb tenses.

(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 on-level text with purpose and understanding. - Read on-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.								

	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. Quote accurately from 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 a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						
	6. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text.						
	7. Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.						
	8. Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text.						
	9. Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.						
	E. Craft and Structure						
	10. Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.						
	11. Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.						
	12. Describe how a narrator's or speaker's point of view influences how events are described in a literary text.						
	13. Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.						
	14. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.						

	15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.							
	F. Integration of Knowledge and Ideas							
	16. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.							
	17. Compare and contrast stories in literary texts of the same genre on their approaches to similar themes and topics.							
	18. Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.							
	19. Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).							
	20. Integrate information from several 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 at the high end of the grades 4–5 text complexity range independently and proficiently.							
	22. By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.							
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 ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically). • 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, provide a general observation, and focus and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words,							

	phrases, and clauses (e.g., in contrast and especially). • 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 a narrative 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transition words, phrases, and clauses 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, trying a new approach, or editing to demonstrate command of Language standards up to and including grade 5.								
	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 use several sources to 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; summarize or paraphrase information in notes and finished work 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 group, and teacher-led on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.						
	34. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						
	35. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.						
	M. Presentation of Knowledge and Ideas						
	36. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.						
	37. Include multimedia components and visual in presentations when appropriate to enhance the development of main ideas or themes.						
	38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 5 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. • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions.						
	40. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works.						

	• 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. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English used in stories, dramas, or poems.						
	P. Vocabulary Acquisition and Use						
	42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 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. • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs).						
	44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, and in addition).						