

PUBLISHER:			
SUBJECT:	4006 – English Language Arts	SPECIFIC GRADE:	Sixth 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 6

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 6

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 6

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 6, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for sixth 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 figurative language, historical context, and layers of meaning), 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 argumentative, informative, and narrative writing. Students in sixth grade will continue enhancing skills through a developmentally-appropriate progression of standards. Following the skill progressions from fifth grade, the following chart highlights the college- and career-readiness indicators that will be developed in sixth grade:

College- and Career- Readiness Indicators for Grade 6	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. • Use word analysis skills to decode unfamiliar words. • Write legibly in cursive or joined italics with correct margins and spacing. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the 925-1185 Lexile range. 	<ul style="list-style-type: none"> • Produce clear and coherent writing appropriate to task, purpose, and audience; develop and

<ul style="list-style-type: none"> Analyze the development of key ideas, characters/individuals, and events by examining elements such as sequencing, word/phrase meaning, and point of view or purpose; cite textual evidence to support analysis. Evaluate arguments and specific claims and distinguish claims that are supported by reasons and evidence from claims that are not. 	<p>strengthen writing as needed by planning, revising, and/or editing.</p> <ul style="list-style-type: none"> Gather relevant information from multiple sources assessing the credibility of each source; avoid plagiarism and provide basic bibliographic information for sources.
Speaking/Listening	Language
<ul style="list-style-type: none"> Engage effectively with diverse partners in a range of collaborative discussions on grade 6 topics, texts, and issues, building on others' ideas and expressing ideas clearly. Present claims and findings to others orally using clear pronunciation and appropriate eye contact and volume; sequence ideas logically and accentuate central ideas or themes. 	<ul style="list-style-type: none"> Use knowledge of language and its conventions; when writing or speaking vary sentence patterns for meaning, reader/listener interest, and style and maintain consistency in style and tone. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

(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. <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. 										

	<ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 						
	B. Phonics and Word Recognition						
	<p>2. Know and apply word analysis skills in decoding unfamiliar words.</p> <ul style="list-style-type: none"> 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. Cite textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text.						
	5. Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.						
	6. Describe how a particular story's or drama's plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.						
	7. Cite textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text.						
	8. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.						
	9. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in an informational text.						
	E. Craft and Structure						
	10. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.						
	11. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot.						
	12. Explain how an author develops the point of view of the narrator or speaker in a literary text.						

	13. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.						
	14. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of an informational text and contributes to the development of the ideas.						
	15. Determine an author's point of view or purpose and explain how it is communicated in an informational text.						
	F. Integration of Knowledge and Ideas						
	16. Compare and contrast the experience of reading a literary text-to-listening to or viewing an audio, video, or live version of the literary text, including contrasting what is "seen" and "heard".						
	17. Compare and contrast literary texts in different forms or genres in terms of their approaches to similar themes and topics.						
	18. Integrate information presented in digital, print, and non-print text to develop a coherent understanding of a topic or issue.						
	19. Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.						
	20. Compare and contrast two authors' presentations of the same topic in informational text.						
	G. Range of Reading and Text Complexity						
	21. By the end of the year, read and comprehend literary texts in the grades 6–8 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 in the grades 6–8 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
Writing							
	H. Text Types and Purposes						
	23. Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> • Introduce claim(s) and organize the reasons and evidence clearly. • Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the argument presented. 						
	24. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and						

	<p>analysis of relevant content.</p> <ul style="list-style-type: none"> • Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from the information or explanation presented. 						
	<p>25. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • 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, organization, and style are appropriate to task, purpose, and audience.						
	27. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, or editing to demonstrate command of Language standards up to and including grade 6.						
	28. 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 to answer a question, drawing on several sources and refocusing the inquiry when appropriate.						
	30. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and						

	conclusions of others while avoiding plagiarism and providing basic bibliographic information for 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 discussions on grade 6 topics, texts, and issues, building on others' ideas and expressing ideas clearly. <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Follow rules for shared discussions, set specific goals and deadlines, and define individual roles as needed. • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. • Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 						
	34. Interpret information presented in digital, print, and non-print formats and explain how it contributes to a topic, text, or issue under study.						
	35. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						
	M. Presentation of Knowledge and Ideas						
	36. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details, to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.						
	37. Include digital media and visuals in presentations to clarify information.						
	38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 6 Language standards, as well as formal English, when indicated or appropriate.						
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"> • Ensure that pronouns are in the proper case to function effectively. 						

	<ul style="list-style-type: none"> • Use intensive pronouns. • Recognize and correct inappropriate shifts in pronoun number and person. • Recognize and correct vague pronouns 					
	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements. • Spell correctly, consulting references as needed. 					
	O. Knowledge of Language					
	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest, and style. • Maintain consistency in style and tone. 					
	P. Vocabulary Acquisition and Use					
	<p>42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech. 					