

PUBLISHER:			
SUBJECT:	4009 – English Language Arts	SPECIFIC GRADE:	Ninth 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 9

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 9

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											

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

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 9

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 9, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for ninth 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 ninth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from eighth grade, the following chart highlights the college- and career-readiness indicators that will be developed in ninth grade:

College- and Career-Readiness Indicators for Grade 9	
Reading	Writing
<ul style="list-style-type: none"> Read and comprehend a variety of complex texts including texts that fall in the 1050-1335 Lexile range with scaffolding as needed at the high end of the range. Analyze how authors develop complex characters, individuals, or events, represent cultural experiences, transform source material, and/or build upon themes and concepts in influential and significant historical and literary works; cite textual evidence to support analysis. 	<ul style="list-style-type: none"> Use advanced searches effectively to gather relevant information from authoritative sources; assess the credibility and usefulness of each source; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA). Use complex ideas, strong evidence, descriptive details, and cohesive structure to express a point of view for a variety of purposes, tasks, and audiences.

<ul style="list-style-type: none"> Assess claims and arguments; make judgments about whether evidence is trustworthy and reasoning is logical. 	
Speaking/Listening	Language
<ul style="list-style-type: none"> Initiate and effectively participate in a range of collaborative discussions with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively; read and research material under study explicitly drawing on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook or APA Handbook) appropriate for the discipline and writing type.

(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								
Reading								
	A. Key Ideas and Details							
	1. Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.							
	2. Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.							
	3. Analyze how complex characters develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.							
	4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.							

	5. Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.							
	6. Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.							
	B. Craft and Structure							
	7. Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.							
	8. Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.							
	9. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.							
	10. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.							
	11. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text.							
	12. Determine an author's point of view or purpose in an informational text and analyze how the author uses rhetoric to advance that point of view or purpose.							
	C. Integration of Knowledge and Ideas							
	13. Analyze the representation, in a literary text, of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.							
	14. Analyze how an author draws on and transforms source material in a specific literary work.							
	15. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.							
	16. Delineate and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.							
	17. Analyze influential U.S. documents of historical and literary significance, including how they address related themes and concepts.							

	D. Range of Reading and Text Complexity						
	18. By the end of the year, read and comprehend literary texts in the grade 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
	19. By the end of the year, read and comprehend informational texts in the grades 9-10 text complexity range proficiently, with scaffolding as needed at the high end of the range.						
Writing							
	E. Text Types and Purposes						
	20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented. 						
	21. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aid comprehension. • Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports 						

	the information or explanation presented.						
	<p>22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences events and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 						
	F. Production and Distribution of Writing						
	23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
	24. Develop and strengthen writing as needed by planning, revising, rewriting, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 9, focusing on addressing what is most significant for a specific purpose and audience.						
	25. Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.						
	G. Research to Build and Present Knowledge						
	26. Conduct short, as well as more sustained, research projects to answer a question, (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.						
	27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA).						
	28. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.						
	H. Range of Writing						

	29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.							
Speaking & Listening								
	I. Comprehension and Collaboration							
	30. Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively. <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making; set clear goals, deadlines, and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented. 							
	31. Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.							
	32. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.							
	J. Presentation of Knowledge and Ideas							
	33. Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.							
	34. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.							
	35. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 9 Language standards, as well as formal English, when indicated or appropriate.							
Language								
	K. Conventions of Standard English							
	36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.							

	<ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases including noun, verb, adjectival, participial, prepositional, and absolute and clauses including independent, dependent, noun, relative, and adverbial to convey specific meanings and add variety and interest to writing or presentations 							
	<p>37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly, consulting reference materials as needed. 							
	L. Knowledge of Language							
	<p>38. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Write and edit work so that it conforms to the guidelines in a style manual (MLA Handbook or APA Handbook) appropriate for the discipline and writing type. 							
	M. Vocabulary Acquisition and Use							
	<p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9 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. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech). • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. • Verify the initial determination of the meaning of a word or phrase. 							
	<p>40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 							
	<p>41. Acquire and accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>							

