

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>	<b>4003 – English Language Arts</b>	<b>SPECIFIC GRADE:</b>	<b>Third Grade</b>
<b>COURSE:</b>		<b>TITLE</b>	
<b>COPYRIGHT:</b>			
<b>SE ISBN:</b>		<b>TE ISBN:</b>	
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 3**

<b>Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses</b>			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<b>1. INTER-ETHNIC</b> The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.	
		<b>2. EQUAL OPPORTUNITY</b> 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.	
		<b>3. FORMAT</b> This resource includes an interactive electronic/digital component for students.	
		<b>4. BIAS</b> The instructional resource is free of political bias.	
		<b>5. COMMON CORE</b> 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 3

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:										
<b>College- and Career- Readiness Skills</b>											
<b>Thinking and Problem-Solving Skills</b>											
<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.										
<b>Information and Communication Skills/English Language Arts</b>											

*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"> <li>• Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter.</li> <li>• 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.</li> </ul>						
	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.)						
<b>Life Skills</b>							
<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).						
<b>Assessment</b>							
	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).						
<b>Organization, Presentation and Format</b>							

	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 3**

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 3, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for third 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 third grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from second grade, the following chart represents the college- and career-readiness indicators that will be developed in third grade:

<b>College- and Career-Readiness Indicators for Grade 3</b>
<b>Literacy Foundations</b>
<ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Use word analysis skills and phonics to decode unfamiliar words.</li> <li>• Write legibly in cursive or joined italics with correct margins and spacing.</li> </ul>

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and comprehend a variety of complex texts including texts that fall in the 420-820 Lexile range.</li> <li>• Ask and answer questions about key details in literary and informational texts referring explicitly to the text as the basis for the answers.</li> <li>• Use text features to locate information and compare and contrast different types of informational texts.</li> <li>• Refer to specific parts of literary and informational texts, describe connections, and distinguish between different viewpoints.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write opinion and informative pieces by introducing a topic, supplying facts and reasons, using linking words and providing a concluding statement or section.</li> <li>• Write narratives with appropriate sequences, including details, dialogue, transitional words, and a sense of closure.</li> <li>• Conduct short research projects that build knowledge about a topic.</li> </ul>
<p><b>Speaking/Listening</b></p> <ul style="list-style-type: none"> <li>• Participate in collaborative conversations about third grade topics and texts and follow agreed-upon rules for discussions.</li> <li>• Speak audibly in complete sentences to express thoughts, feelings, and ideas clearly.</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Produce a variety of sentence types and structures.</li> <li>• Capitalize appropriate words in titles and use commas, quotation marks and possessives.</li> <li>• Use context, affixes, and root words to determine the meaning of a word with multiple meanings.</li> <li>• Demonstrate an understanding of word relationships and nuances.</li> <li>• Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases.</li> </ul>

<p>(Vendor/Publisher)  <b>COMPLETE CORRELATION OF  SPECIFIC LOCATION OF  CONTENT WITHIN PRODUCT</b></p>	<b>County Adoption Committee Evaluation Responses</b>									
	<b>I=In- depth</b>	<b>A=Adequate</b>	<b>M=Minimal</b>	<b>N=Nonexistent</b>	<b>I</b>		<b>A</b>		<b>M</b>	





	9. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect.						
	<b>E. Craft and Structure</b>						
	10. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language.						
	11. Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.						
	12. Distinguish one's point of view from that of the narrator or those of the characters 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 3 topic or subject area.						
	14. Use informational text features and search tools to locate information relevant to a given topic efficiently						
	15. Distinguish one's own point of view from that of the author of an informational text.						
	<b>F. Integration of Knowledge and Ideas</b>						
	16. Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story.						
	17. Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters.						
	18. Use information gained from illustrations and the words in an informational text to demonstrate understanding of the text.						
	19. Describe the logical connection between particular sentences and paragraphs in an informational text.						
	20. Compare and contrast the most important points and key details presented in two informational texts on the same topic.						
	<b>G. Range of Reading and Text Complexity</b>						
	21. By the end of the year, read and comprehend literary texts at the high end of the grades 2–3 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 2–3 text complexity range independently and proficiently.						
<b>Writing</b>							
	<b>H. Text Types and Purposes</b>						
	23. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>• Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Use linking words and phrases to connect opinion and reasons.</li> <li>• Provide a concluding statement or section.</li> </ul>						
	<p>24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> </ul>						
	<p>25. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use transitional words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>						
	<b>I. Production and Distribution of Writing</b>						
	26. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.						
	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 3.						
	28. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.						
	<b>J. Research to Build and Present Knowledge</b>						
	29. Conduct short research projects that build knowledge about a topic.						
	30. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.						
	31. (Begins in grade 4.)						
	<b>K. Range of Writing</b>						
	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.						
<b>Speaking &amp; Listening</b>							
	<b>L. Comprehension and Collaboration</b>						
	33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 3 topics and texts, building on others' ideas and expressing ideas clearly.						

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow agreed-upon rules for discussions.</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</li> <li>• Explain ideas and understanding in light of the discussion.</li> </ul>						
	34. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.						
	35. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.						
	<b>M. Presentation of Knowledge and Ideas</b>						
	36. Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently.						
	37. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details.						
	38. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						
<b>Language</b>							
	<b>N. Conventions of Standard English</b>						
	39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns.</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple verb tenses.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> </ul>						
	40. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Form and use possessives.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Use conventional spelling for high-frequency words and for adding suffixes to base words.</li> <li>• Use spelling patterns and generalizations in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>						
	<b>O. Knowledge of Language</b>						
	<p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose words and phrases for effect.</li> <li>• Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul>						
	<b>P. Vocabulary Acquisition and Use</b>						
	<p>42. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>						
	<p>43. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>• Identify real-life connections between words and their use.</li> <li>• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ul>						
	<p>44. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships.</p>						

