

PUBLISHER:			
SUBJECT:	4000 – English Language Arts	SPECIFIC GRADE:	Kindergarten
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 Kindergarten

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

Grades Kindergarten

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.						

	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 Kindergarten*

English Language Arts – Kindergarten

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In kindergarten, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for kindergarten 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), 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 kindergarten will advance through a developmentally-appropriate progression of standards. The following chart represents the highlights the college- and career-readiness indicators that will be developed in kindergarten:

College and Career Readiness Indicators for Kindergarten
Literacy Foundations

<ul style="list-style-type: none"> • Name and print upper-and lower-case letters. • Recognize and reproduce the structure of sounds in language. • Understand the basic organization and features of print. 	
Reading	Writing
<ul style="list-style-type: none"> • Participate in daily read alouds of complex texts to build knowledge and vocabulary • Retell familiar stories and talk about stories read to them using details from the text. • Ask and answer questions about key details in literary and informational texts read aloud. 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion and informative pieces, and to narrate events. • Participate in shared research and writing.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Participate in collaborative conversations about kindergarten topics and texts and follow agreed-upon rules for discussions. • Speak audibly to express thoughts, feelings, and ideas clearly. 	<ul style="list-style-type: none"> • Understand and use nouns, verbs, plurals, prepositions, and question words. • Produce complete sentences in shared language activities. • Capitalize the first word of a sentence and recognize end punctuation. • Spell simple words phonetically using letter-sound relationships. • Learn and use words acquired through read alouds and conversations.

(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 emergent- and beginner- reader texts with purpose and understanding.							
	B. Phonics and Word Recognition							
	2. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. • Associate common spellings with the five major short vowel sounds. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 							
	C. Handwriting							
	3. Print upper- and lowercase letters.							
	D. Phonological Awareness							
	4. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. 							

	5. Add or substitute individual sounds in simple, one-syllable words to make new words.						
	E. Print Concepts						
	6. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name upper- and lowercase letters of the alphabet. 						
Reading							
	F. Key Ideas and Details						
	7. With prompting and support, ask and answer questions about key details in a literary text.						
	8. With prompting and support, retell familiar stories, including key details in literary texts.						
	9. With prompting and support, identify characters, settings, and major events in a literary text.						
	10. With prompting and support, ask and answer questions about key details in an informational text.						
	11. With prompting and support, identify the main topic and retell key details of an informational text.						
	12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.						
	G. Craft and Structure						
	13. With prompting and support, ask and answer questions about unknown words in a literary text.						
	14. With prompting and support, recognize common types of texts.						
	15. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.						
	16. With prompting and support, ask and answer questions about unknown words in an informational text.						
	17. With prompting and support, identify the front cover, back cover, and title page of a book.						
	18. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.						
	H. Integration of Knowledge and Ideas						
	19. With prompting and support, describe the relationship between illustrations and the literary story in which they appear.						
	20. With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.						

	21. With prompting and support, describe the relationship between illustrations and the informational text in which they appear.						
	22. With prompting and support, identify the reasons an author gives to support points in a literary or informational text.						
	23. With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic.						
	I. Range of Reading and Text Complexity						
	24. Actively engage in group reading activities of grade-appropriate complex literary texts with purpose and understanding.						
	25. Actively engage in group reading activities of grade-appropriate complex informational texts with purpose and understanding.						
Writing							
	J. Text Types and Purposes						
	26. Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book.						
	27. Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts; name and supply some information about the topic.						
	28. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.						
	K. Production and Distribution of Writing						
	29. (Begins in grade 3.)						
	30. With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.						
	31. With guidance and support from adults, explore a variety of age-appropriate technologies to produce and publish writing as well as to interact and collaborate with others.						
	L. Research to Build and Present Knowledge						
	32. With guidance and support, participate in shared research and writing.						
	33. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.						
	34. (Begins in grade 4.)						
	M. Range of Writing						
	35. (Begins in grade 3.)						
Speaking & Listening							
	N. Comprehension and Collaboration						
	36. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.						

	<ul style="list-style-type: none"> Follow agreed-upon rules for discussions. Continue a conversation through multiple exchanges. 						
	37. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.						
	38. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.						
	O. Presentation of Knowledge and Ideas						
	39. Describe familiar people, places, things, and events and, with prompting and support, provide additional details.						
	40. Add drawings or other visuals to descriptions as desired to provide additional details.						
	41. Speak audibly and express thoughts, feelings, and ideas clearly.						
Language							
	P. Conventions of Standard English						
	42. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/. Understand and use question words. Use the most frequently occurring prepositions. Produce and expand complete sentences in shared language activities. 						
	43. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 						
	Q. Knowledge of Language						
	44. (Begins in grade 2.)						
	R. Vocabulary Acquisition and Use						
	45. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately. Introduce the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. 						
	46. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> Sort common objects into categories to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives 						

	<p>by relating them to their opposites.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use. • Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. 							
	<p>47. Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>							