



Public Schools of North Carolina

# **NC Textbook Commission Meeting**

## **March 28, 2019**

# OPENING

- Welcome
- Approval of Minutes
- Roll Call





Public Schools of North Carolina

# **K-12 English Language Arts Overview and Criteria**

March 28, 2019

NCDPI ELA Team



# Dr. Kristi Day

ELA & Languages Section Chief



Public Schools of North Carolina



# Objectives

- ▶ Provide an overview of ELA Standards
- ▶ Explain textbook criteria sheets

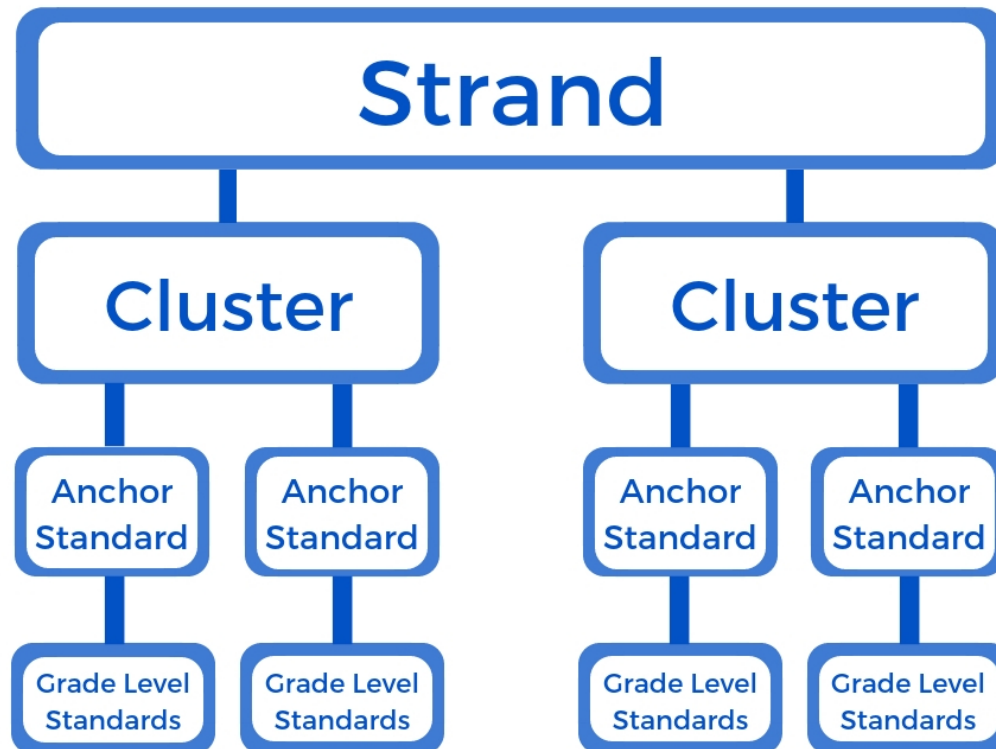


# 1. Overview

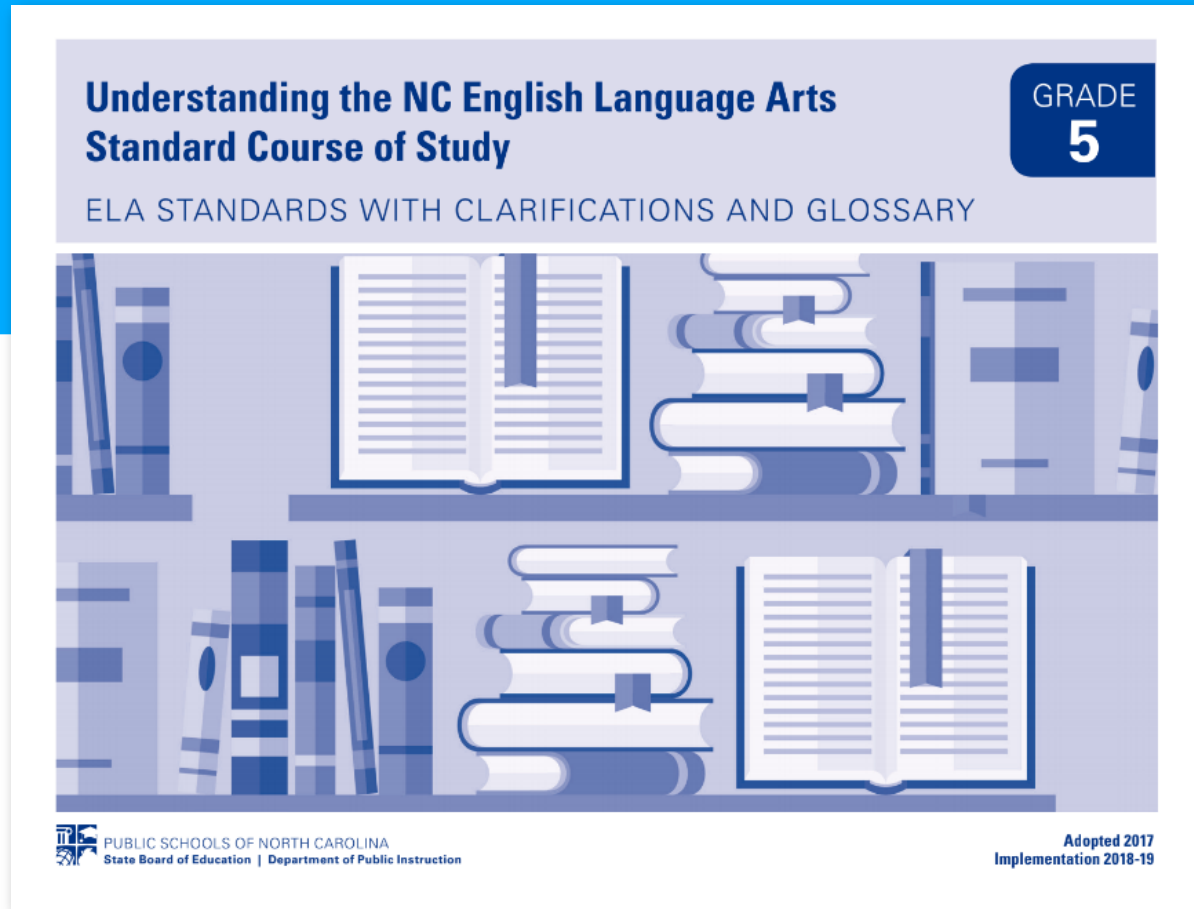
Changes from the 2010 ELA Standards  
to the 2017 ELA Standards



# ELA Standards






# Understanding Resource





# Understanding Resource

Standard	Clarification	Glossary
<p>Revised Standard with Bolded Terms</p> 	<p>Suggestions for Instruction, Explanations, Examples</p> 	<p>Definitions of Terms in Bold</p> 





# Reading Strand

- ▶ Reading Foundational Skills
- ▶ Reading for Literature
- ▶ Reading for Informational Texts



# Reading Foundational

2010	2017
<b>L.K.1a</b> Print many upper- and lowercase letters.	<b>RF.K.2</b> Print upper- and lowercase letters.
<b>L.1.1a</b> Print all upper- and lowercase letters.	<b>RF.1.2</b> Print all upper- and lowercase letters legibly.
	<b>RF.2.2</b> Print all upper- and lowercase letters legibly and proportionally.
<b>W.3.6a</b> Create readable documents with legible handwriting (manuscript and cursive).	<b>RF.3.2</b> Create readable documents with legible handwriting (manuscript and cursive).
<b>W.4.6a</b> Create readable documents through legible handwriting (cursive) and/or word processing.	<b>RF.4.2</b> Create readable documents through legible handwriting (cursive).
<b>W.5.6a</b> Create readable documents through legible handwriting (cursive) and word processing.	<b>RF.5.2</b> Create readable documents through legible handwriting (cursive).



# RL & RI 2

2010	2017
<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RL.6.2</b> Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
No Revision	<b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



# RL & RI 4

2010	2017
<b>RL.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>RL.4</b> Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
<b>RI.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>RI.4</b> Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.



# RL & RI 6

2010	2017
<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>RL.7.6</b> Analyze how an author develops and contrasts <b>the perspectives</b> of different characters in a text.



# RL & RI 10

2010	2017
<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.2.10</b> By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.





# Writing Strand

- ▶ Text Types
- ▶ Research





# W 1, 2, & 3

2010

**W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2017

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

- a) Organize information and ideas around a topic to plan and prepare to write.
- b) Introduce claim(s) and organize the reasons and evidence clearly.
- c) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- d) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from the argument presented.
- g) With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.



# W 6

2010	2017
<b>W.8.6</b> Use technology including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.4</b> Use <b>digital tools and resources</b> to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.





# Language Strand

- ▶ Conventions of Standard English
- ▶ Knowledge of Language
- ▶ Vocabulary Acquisition and Use



# L 1 & 2

2010	2017
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"><li>a) Use collective nouns (e.g., group).</li><li>b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li><li>c) Use reflexive pronouns (e.g., myself, ourselves).</li><li>d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li><li>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</li><li>f) Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)</li></ul>	<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>demonstrate proficiency within the 2-3 grammar continuum.</b></p>



# Language Continuas

SKILL	K-1	2-3	4-5	6-8	9-12
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</li> <li>Use common, proper, and possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of nouns</li> <li>Use collective nouns (such as <i>group</i>)</li> <li>Form and use frequently occurring regular and irregular plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use abstract nouns (such as <i>courage</i>)</li> <li>Continue to use regular and irregular plural nouns</li> </ul>		



# L4

2010	2017
<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"><li>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li><li>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li></ul>	<p><b>L.K.4</b> Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: <b>context clues, word parts, and word relationships.</b></p>



# L5

2010	2017
<p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</li><li>b) Use the relationship between particular words to better understand each of the words.</li><li>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li></ul>	<p><b>L.8.5</b> Demonstrate understanding of figurative language and nuances in word meanings.</p> <ul style="list-style-type: none"><li>a) Interpret figures of speech in context based on grade 8 reading and content.</li><li>b) Distinguish among the connotations of words with similar denotations.</li></ul>



# L 6

2010	2017
<p><b>L.6</b> Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p><b>L.6</b> Acquire and use accurately a range of 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 <b>developing</b> vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>







# Speaking & Listening Strand

- ▶ Collaboration & Communication
- ▶ Presentation of Knowledge & Ideas



# Speaking & Listening Standards

2010	2017
<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; <b>adapt speech to a variety of contexts and tasks.</b>



# 2. Criteria Sheets

Overview and explanation of the ELA Textbook  
Criteria Sheets for K-5 and 6-12



# Part I: Content

A – Materials present main concepts that support a minimum of 80% of the grade-level expectations in the ELA NCSCoS.

B – Selections are worth reading closely, exhibit exceptional craft and thought, and are from a variety of genres and cultures.



# Part II: Pedagogy

A – Materials provide for the integration of speaking, listening, reading, writing, and language.

B – Materials include read alouds, guided reading, suggestions for paired texts, and shared and independent reading.

E – Materials emphasize author's craft and style, including opportunities for students to imitate and/or create.

F – Materials foster students' understanding and working knowledge of concepts of print (K-2), phonological awareness, phonics, vocabulary development, syntax, and fluency.



# Part II: Pedagogy

H – Materials support academic vocabulary acquisition and development, comprehension, and word identification strategies.

I – Materials provide ample and appropriate suggestions for student writing experiences focused on a range of tasks, purposes, audiences, and selections.

L – Questions and tasks require the use of textual evidence.

N – Materials provide opportunities for differentiation of instruction.



# Part III: Accessibility

A2 – Treatment of social issues, religion, ethnicity, gender, and handicapped groups are presented in a balanced, objective, and academic manner.

B1 – Content provides for grade-level rigor, scaffolding, and extensions.

B4 – Text layout is level appropriate and does not distract from the selections, including font, color, spacing legibility, photos, graphics, captioning, etc.



# Part III: Accessibility

C1 – Materials present information in sufficient depth and breadth to adequately cover grade-level expectations in a logical manner.

C4 – Content is presented in an academic, factual and objective manner, representing a balance of perspectives from cultural, ethnic, racial and handicapped groups (This includes text, photos, graphics, etc.).





# Part III: Accessibility

D3 – Materials are well organized, easy to use, comprehensive, durable and reasonably-sized, with sufficient material for student use.

D5 – Teacher's edition supports and provides help in using a variety of teaching strategies, techniques and technologies to meet individual student differences, including exceptionalities and limited English proficiency.

E – Technology





# QUESTIONS?







Public Schools of North Carolina

# Digital Resources

Donna Murray  
Digital Teaching & Learning Division

# Technology

## Criteria related to digital learning

E. Technology	Yes	No
1. Technology meets all criteria for accuracy, appropriateness, and scope. Format is easy to navigate, visually appealing and not distracting from content. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included. Print resources are available or may be converted to specialized formats for accessibility.		
2. Technology permits the integration of instructional delivery, learning activities, and assessment beyond word processing.		
3. Digital content can be assessed on various devices and Internet browsers. Digital resources are accessible.		
4. Technology features include accessibility options to enable all users equivalent access.		
5. The technology resource design contains motivational elements to engage students, appropriate visual and auditory elements, and provides an intuitive user interface.		
6. There are robust digital resources for student learning, practice and assessment.		
7. Digital materials provide opportunities for meaningful, interactive experiences.		
8. Digital materials provide content supports for teachers to further develop expertise.		





# 1

Technology should meet all criteria for accuracy, appropriateness, and scope.

Format is easy to navigate, visually appealing and not distracting from content.

Teacher materials should also meet the criteria of the teacher resources.

If student access is allowed, a Save/Record feature should be included.

Print resources are available or may be converted to specialized formats for accessibility.



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Digital materials provide content supports for teachers to further develop expertise.



Public Schools of North Carolina

# Exceptional Children (EC) Considerations

Beverly Colwell

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Educational Consultant

Exceptional Children Division

North Carolina Department of Public Instruction

# EC Areas of Eligibility

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



# EC Requirements

- Federal policy mandates that Students With Disabilities (SWD) receive instruction with their non disabled peers to the fullest extent possible; 99% of EC students are instructed in and assessed on the same standards as their grade level peers and therefore require access to grade level textbooks.





# EC Requirements

- Students with the most significant cognitive disabilities or 1% of the EC student population are instructed in and assessed on modified grade level standards; they also require access to grade level textbooks.



# EC Requirements

- Students may require instructional accommodations to fully participate in the general education setting; considerations for accommodations must be based on the individual needs of each student and documented in the student's Individualized Education Program (IEP).

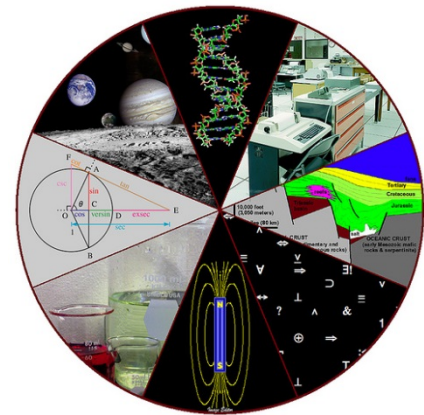


# Universal Design for Learning

## Questions to Consider for ALL students:

Do the textbooks and materials enable educators to offer flexible learning opportunities through multiple means of engagement, representation, and action & expression?

Are there suggestions for strategies to remediate, enhance, reinforce concepts?



# Language Access

## Textbooks should:

- Include a variety of linguistic supports
- Focus on key vocabulary and language functions
- Provide opportunities for the use of visuals and technology
- Promote building background knowledge
- Promote oral language development associated with the content areas.



# Content Access & Accommodations

**Textbooks should support the use of accommodations to enhance content knowledge through the use of:**

- Manipulatives and hands-on materials
- Modeling
- Graphic Organizers/Advance Organizers
- Technology
- Specially Designed Instruction
- Differentiated Instruction
- Authentic Assessment Tools
- Alternate formats (easily adaptable to meet the needs of a variety of disability areas such as vision, hearing, and cognitive disabilities)



# Access and Accessibility Tools

**Textbooks should support instructional strategies that promote:**

- Activating and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema to enhance understanding
- Linguistic modality integration (listening, speaking, reading, and writing)



# Differentiation

**Textbooks should support differentiation for ALL learners in the following areas:**

- **Content:** Knowledge, skills students are learning
- **Process:** Vary the learning activities: flexible grouping, graphic organizers, diagrams, charts, maps
- **Product:** Vary complexity of the assignment/product
- **Environment:** classroom setting, location, space, materials



# EC Evaluation Criteria

- 11 items in a “yes” or “no” format to be considered for EC during the textbook selection process
- Space to document specific support for the “yes” or “no” responses

## MATHEMATICS EDUCATION: EC EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_  
 INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_  
 PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_  
 AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_  
 ADVISOR \_\_\_\_\_  
 TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

Answer **yes** to indicate the textbook materials **meet the criteria** or **no** to indicate the textbook materials **do not meet the criteria**.

Appropriateness, Scope, and Resources	Yes	No
1. Content provides for grade appropriate, yet varied cognitive levels, abilities, and learning styles.		
2. Content provides for relevancy, linking prior knowledge, and active student engagement.		
3. Materials provide for a variety of exercises, reviews, assessments, and performance tasks, which provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats.		
4. Text and layout is level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
5. Material includes necessary guides such as table of contents, glossary (English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, see and see also references, web sites, literature links, and support agencies etc.		
6. Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced.		
7. Adequate teacher resources, which include suggestions for remediation, acceleration, extension of learning, integration, feedback, and review.		
8. Materials should include summary of material contents, provide instruction and/or behavioral objectives, supplemental or background information and answer keys/rubrics.		
9. Materials should also be well organized, easy to use, comprehensive, durable and reasonably sized, with sufficient material for student use.		
10. Resources should accommodate the needs of both a first year teacher and the veteran teacher.		
11. Technology should meet all criteria for accuracy, appropriateness, and scope. It should be easy to navigate and visually appealing. Teacher materials should also meet the criteria of the teacher resources. If student access is allowed, a Save/Record feature should be included.		

Keeping in mind the needs of EC students and their teachers, please give specifics to support both the yes and no responses to the above.

Documentation for yes and no responses above:





# EC Evaluation Criteria

- **Content**
  - Grade appropriate, varied cognitive levels, abilities, and learning styles
  - Relevant, linking to prior knowledge, active student engagement
  - Key concepts, skills, vocabulary are identified, developed, reviewed, and reinforced



# EC Evaluation Criteria

- **Materials**

- Include a variety of exercises, reviews, assessments, performance tasks
- Provide opportunities for students to collect, organize, interpret and evaluate information
- Include summary of content, instruction, and objectives, supplemental or background information
- Include guides, such as contents, glossary, dictionary, bibliography/footnotes, references, websites, literature links, support agencies
- Include sufficient material, well organized, easy to use, comprehensive, durable and reasonably sized



# EC Evaluation Criteria

- **Resources**
  - Should accommodate first year and veteran teachers
- **Text**
  - should contain appropriate font, color, spacing, legibility, photos, graphics, and captioning
- **Technology**
  - Student text and teacher resources should meet criteria for accuracy, appropriateness, and scope



# EC Resources

- [EC Disability Resources](#)
- [Specially Designed Instruction](#)
- [UDL Webinar](#)



## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Questions

- Thank you!
- Your participation in the textbook adoption process is greatly appreciated.





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# EL Evaluation for ELA

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Xatli Stox

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English Language Development:

<https://sites.google.com/dpi.nc.gov/ncels/home>

# English Language Development (ELD) Standards

## Language & Content

- **Language proficiency** involves the **language** associated with the content areas.
- **Content knowledge** reflects the declarative (what) and procedural knowledge (how) associated with the **content**.





# Standards

## ELD

- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

## State Content

- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school's academic curriculum



# English Language Development Standards



Social &  
Instructional  
Language

Standard 1



Language of  
Language  
Arts

Standard 2



Language of  
Mathematics

Standard 3



Language of  
Science

Standard 4



Language of  
Social  
Studies

Standard 5

**Academic Language**



# Language Access

- A variety of linguistic supports
- Focus on key vocabulary and language functions
- Use of visuals and technology
- Building background knowledge
- Promotion of oral language development
- Native language support (when possible)
- And more...



# Content Access

- Use of realia, manipulatives, and hands-on materials
- Graphic Organizers/Advance Organizers
- Use of Technology
- Differentiated Instruction
- Authentic Assessment Tools
- And more...



# Scaffolding: Accessibility Tools

- Modeling
- Activating and bridging prior knowledge and/or experience
- Access to authentic texts
- Metacognitive development
- Higher order thinking skills
- Contextualization
- Building schema
- Linguistic modality integration (listening, speaking, reading, and writing)
- And more...



# Socio-Cultural Contexts

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



# Sample EL Evaluation Form

12 Items to rate  
“yes” or “no”  
for meeting the  
criteria.

Support for each  
response  
considering the  
linguistic needs of  
ELs

## ENGLISH LANGUAGE ARTS: EL EVALUATION

SUBJECT \_\_\_\_\_ GRADE \_\_\_\_\_  
INSTRUCTIONAL MATERIALS TITLE \_\_\_\_\_ BID NO. \_\_\_\_\_  
PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_  
AUTHOR(S) \_\_\_\_\_ ISBN \_\_\_\_\_  
ADVISOR \_\_\_\_\_  
TEXTBOOK COMMISSION MEMBER \_\_\_\_\_ MEMBER'S SBE DISTRICT \_\_\_\_\_

**Answer yes to indicate the textbook materials meet the criteria or no to indicate the textbook materials do not meet the criteria.**

Appropriateness, Scope, and Resources	Yes	No
1. Content provides grade-appropriate, yet varied linguistic levels, abilities, and learning styles.		
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.		
3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).		
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).		
5. Text and layout are age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.		
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, <i>see</i> and <i>see also</i> references, websites, literature links, and support agencies, etc.		
7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.		
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.		
9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or linguistically and culturally relevant background information, and answer keys/rubrics.		
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.		
11. Resources accommodate the EL Support needs of beginning through veteran teachers.		
12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.		

**Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both the yes and no responses to the above.**

**Documentation for yes and no responses above:**



# Item Support

- **Keeping in mind the linguistic needs of EL students and their teachers, please give specifics to support both the positive and negative responses to the above. *(Use additional sheets as needed)***





# Evaluation Items

1. Content provides grade appropriate, yet varied linguistic levels, abilities, and learning styles.
2. Content is relevant, addresses a variety of cultural aspects, links to prior knowledge, builds background knowledge, and promotes active student engagement.



# Evaluation Items (cont.)

3. Materials provide opportunities for scaffolding interaction, such as, a variety of exercises, reviews, assessments, and performance tasks (e.g., including sentence frames, word banks, etc.).
4. Materials provide opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in a variety of formats (e.g., including the use of the student's first language).



# Evaluation Items (cont.)

5. Text and layout is age/proficiency/grade-level appropriate, including font, color, spacing legibility, photos, graphics, and captioning.
6. Material includes necessary guides such as a table of contents, glossary (e.g., English & Spanish), index, sidebars, atlas, dictionary/thesaurus, bibliography/footnotes, *see* and *see also* references, websites, literature links, and support agencies, etc.



# Evaluation Items (cont.)

7. Key concepts, skills, and vocabulary are identified, developed, reviewed, and reinforced.
8. Materials provide adequate teacher resources, which include suggestions for acceleration, extension of learning, integration, feedback, and/or review specific to English Learners.



# Evaluation Items (cont.)

9. Materials include a summary of contents, instruction and/or behavioral objectives, supplemental or background information, and answer keys/rubrics.
10. Materials are well organized, easy to use, comprehensive, durable and reasonably sized.



# Evaluation Items (cont.)

- 11. Resources accommodate the EL Support needs of beginning through veteran teachers.
- 12. Technology is easy to navigate, visually appealing, and ideally includes a screen reader, dictionary, and a Save/Record feature, if applicable.

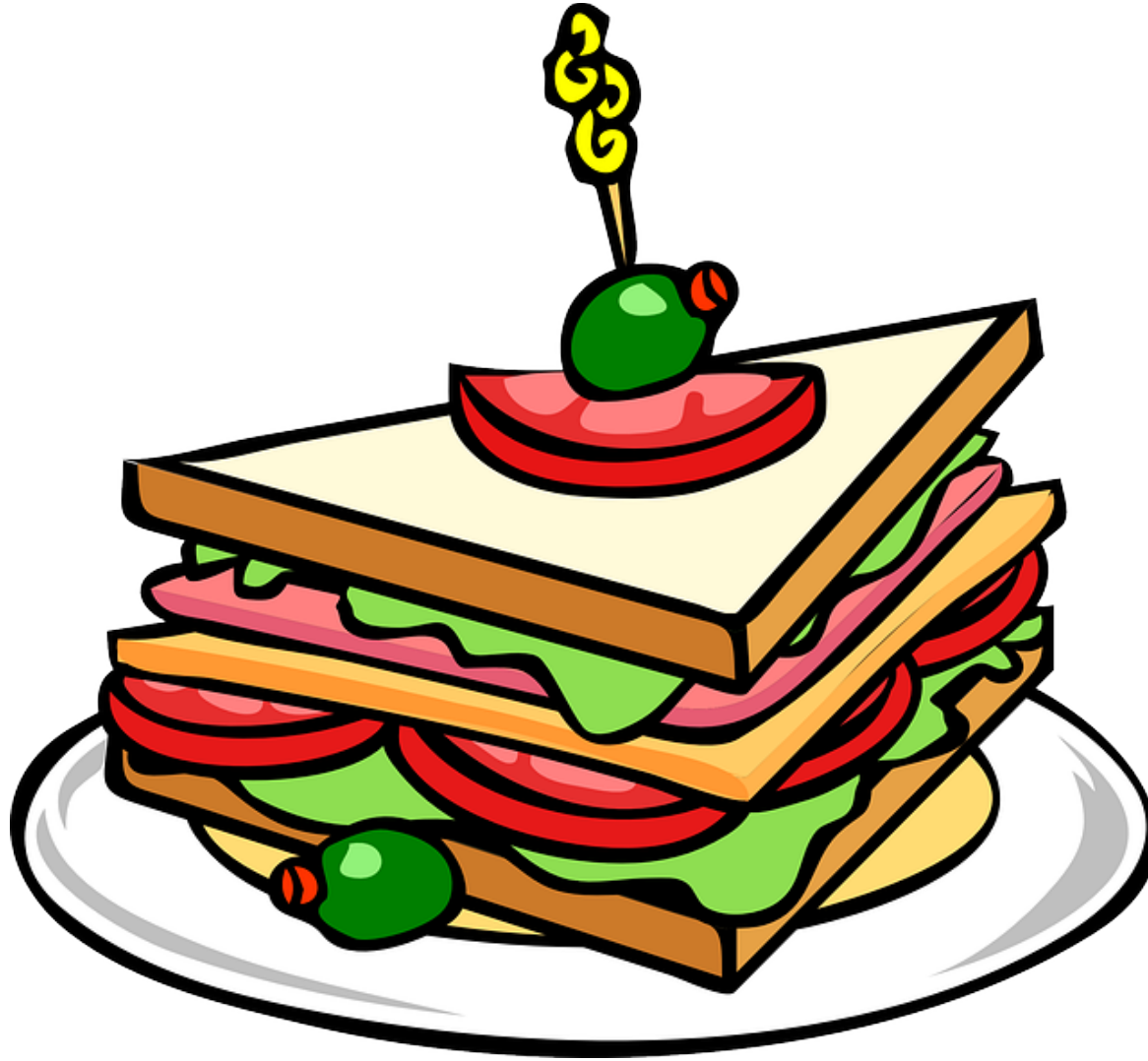


# Resources

- [NC DPI ELD Website](#)
- [World-Class Instructional Design and Assessment \(WIDA\)](#)
- Ivanna M T Anderson  
[Ivanna.Anderson@dpi.nc.gov](mailto:Ivanna.Anderson@dpi.nc.gov)
- Xatli Stox
- [Xatli.Stox@ncdpi.nc.gov](mailto:Xatli.Stox@ncdpi.nc.gov)



# LUNCH







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# **Evaluation Form Training**

NC STATE TOPS Team  
Kenya Wallace & Karen Eller



Public Schools of North Carolina

# **Recruitment of Advisors**

Commissioner Kathleen Linker



Public Schools of North Carolina

# **Textbook Adoption Web Page**

Dr. Carmella Fair

# Textbook Adoption Web Page

- <http://www.ncpublicschools.org/>

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# Reimbursement Information

Ms. Susan McKinney





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# **Next Steps/Closing**