



## ELA/Literacy Curricular Materials Adoption K-2

The Idaho State Department of Education has chosen to adopt the *Publisher's Criteria for the Common Core State Standards* (David Coleman; Susan Pimentel). The Idaho Core Standards (CCSS) are rigorous standards that are the basis for the 21st Century Classroom. With appropriate implementation of the CCSS, high school graduates will be well equipped for postsecondary education and the workforce without the need for remediation. The State Curricular Materials Selection Committee recommends that districts refer to the Idaho Core Standards. In addition to the CCSS, policies developed by individual districts, reasonable matches between curricular material content, and agreed-upon learning objectives, provide criteria on which to select curricular materials.

Meeting the CCSS requires a broad variety of curricular materials and media, which can include textbooks and other additional resources. Instructors use curricular materials as a model for academic instruction and can incorporate supplemental resources to create appropriate lessons for their students. Student needs, curriculum learning objectives, and technology goals guide selection of appropriate curricular materials and media.

For the entire official CCSS document, please refer to the link below:

[http://www.corestandards.org/assets/Publishers\\_Criteria\\_for\\_K-2.pdf](http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf)

The English Languages Arts/Literacy CCSS Adoption Guide is organized into several sections. Please use the list below as a reference when viewing the adoption guides.

- Comprehensive Program: meaning a program that meets all of the individual CCSS anchor standards.
- Anchor Standard Component Program/Resource: meaning standards were only met in that specific CCSS anchor standard.
- Intervention: meaning a program, supplementary to an existing curriculum, that provides additional curricular support.
- Supplemental/Online Resource Material - refers to materials used to reinforce, enrich, and/ or extend the basic program of instruction. This may include, but is not limited to: ancillary items referenced as, bundles, packages, kits, classroom kits, sets, libraries, and collections

This adoption documentation summarizes the suggested criteria for text adoption.

The criteria articulated below concentrate on the most significant elements of the Idaho Core Standards for literacy in kindergarten through 2nd grade and lay out their implications for aligning materials with the standards. By underscoring, what matters most in the standards, the criteria illustrates what shifts must take place in the next generation of curricula to assist districts with the implementation of the Idaho Core Standards.

At the heart of these criteria is the belief that literacy — in this case, learning to read — is fundamental. In the early grades, this includes due attention to the foundations of reading. The goal for readers of all ages is to be able to understand and learn from what they read and to express such knowledge clearly through speaking and writing about text. Encouraging this expectation from the start is vital to developing purposeful readers who expect what they read to make sense to them.

## **I. Key Criteria for Reading Foundations**

Materials aligned with the CCSS need to provide sequential, cumulative instruction and practice opportunities for the full range of foundational skills. The elements should be gradually interwoven—from simple to complex—so that students come to understand and use the system of correspondences that characterize written English. The code systems on which reading and writing depend include letters, the speech sounds of spoken language (phonemes), the correspondences between phonemes and graphemes (phonics) and the representation of meaningful word parts (morphemes).

- 1. Materials allow for flexibility in meeting the needs of a wide range of students.***
- 2. Materials include effective instruction for all aspects of foundational reading (including distributed practice).***
- 3. Fluency is a particular focus of instructional materials***
- 4. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.***
- 5. Materials offer assessment opportunities that measure progress in the foundations of reading.***

## **II. Key Criteria for Text Selections**

To that end, all texts should contain some meaningful content with which to develop students' comprehension. The criteria recommended below emphasize the need to provide *all* students with consistent opportunities to confront and comprehend grade-level text.

In addition to students learning to read texts at the K-2 level of complexity, the standards encourage students to encounter more complex texts to build knowledge through read-alouds. Students' early knowledge in areas like history and science should not be limited to what they can read on their own. Because students at these grades can listen to much more complex material than they can read themselves, read-aloud selections should be provided to the teachers in curriculum materials. These should be at levels of complexity well above what students can read on their own.

- 1. Texts for each grade align with the requirements outlined in the standards.***
- 2. All students (including those who are behind) have extensive opportunities to encounter grade-level text.***
- 3. Text selections are worth reading and re-reading.***
- 4. Literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational text.***
- 5. Additional materials aim to increase the regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.***

### **III. Key Criteria for Questions and Tasks:**

Materials offered in support of reading comprehension should assist teachers and students in staying focused on the primary goal of instruction in these early years: developing proficient and fluent readers able to learn independently from a wide variety of rich texts. The aim is for students to understand that thinking and reading occur simultaneously. Curricula should focus classroom time on practicing reading, writing, speaking, and listening with high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals.

- 1. Questions and tasks cultivate students' abilities to ask and answer questions based on the text.***
- 2. Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-alouds).***
- 3. Scaffolds enable all students to experience rather than avoid the complexity of the text.***
- 4. Reading strategies support comprehension of specific texts and the focus on building knowledge.***
- 5. Reading passages are by design centrally located within materials.***
- 6. Materials offer assessment opportunities that genuinely measure progress.***
- 7. Writing opportunities for students are prominent and varied.***

#### **CONCLUSION: TRANSPARENT RESEARCH AND PRACTICE BASE**

Curriculum materials must also have a clear and documented research base. Curriculum offered as an excellent match for the Common Core State Standards should produce evidence of its usability and efficacy with a full range of students, including English language learners. In all materials, principles of reading acquisition are explained, instructions to teachers and students are clear and concise, and the relationship between tasks and the expected learning outcome is clear. Programs that already have a research base should build on that base by continuing to monitor their efficacy with the whole range of Common Core State Standards.