



Position Statement

English Language Arts/Literacy

PROCESS

To make certain that all Idaho students are provided the opportunity to meet the high expectations of Idaho's content standards, educators need access to instructional materials that are not only high quality but well aligned to Idaho content standards. For the 2018 review cycle, Idaho's English Language Arts/Literacy Curricular Review Committee evaluated submitted materials for content, organization, presentation and quality. The result of this process will provide districts with needed information on instructional materials in order to make informed adoption decisions. This process also allows for local control in regards to choice on instructional materials; districts may also choose to adopt curriculum that was/is not reviewed.

The Curricular Review process included an initial training of all evaluators, a remote review of assigned materials, and a consensus review where evaluators who were assigned the same materials partnered up for a final rating on each textbook based on the following ratings:

- **Comprehensive Program** - A program which consistently meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for instructional adaptations and/or supplemental materials. A comprehensive program provides effective content progressions within and between grade levels.
- **Basic Program** - A program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards at a substantial level with some need for supplemental material. A basic program provides content progressions within and between grade levels, though they may be uneven.
- **Component Program** - A program designed and intended to be used to supplement a comprehensive or basic program. A Component Program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
- **Intervention Program** - A program designed and intended to target and support students' specific needs.

ENGLISH LANGUAGE ARTS/LITERACY

The Idaho English Language Arts/Literacy Content Standards are broken into four (4) strands: reading, writing, speaking and listening, and language. In each strand there are overarching College and Career Readiness Standards for each grade level. These standards call for a change in instructional practice to ensure proper implementation of strong, consistent, cohesive work

for the benefit of our Idaho Students. Additionally, there are delineated grade specific expectations for each College and Career Readiness Standard.

For the 2018 English Language Arts/Literacy Curricular Materials Review, the state of Idaho utilized the Grades K-2, Grades 3-12, and Grades K-6 Handwriting within Instructional Materials Evaluation Tool (I-MET).

The ELA/Literacy Instructional Materials Evaluation Tool (I-MET) is designed to help educators determine whether or not instructional materials are aligned to the instructional key shifts and major features of the Idaho Content State Standards. The substantial instructional key shifts in English Language Arts:

- Complexity: Regular practice with complex text and its academic language
- Evidence: Reading, writing, and speaking grounded in evidence from text, both literary and informational
- Knowledge: Building knowledge through content-rich non-fiction and the Idaho ELA/Literacy Key Shifts:
 - Students will build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts
 - Students will participate in Reading/Writing/Speaking that is grounded in evidence from a variety of text, across the curriculum
 - Students will use digital resources strategically to conduct research and create and present material in oral and written form
 - Students will collaborate effectively for a variety of purposes while also building independent literacy skills.
- The IMET draws directly from the following documents:
 - [Standards-English Language Arts/Literacy and Handwriting](#)
 - [Appendix A: Research Supporting Key Elements- Glossary of Key Terms](#)
 - [Appendix A: Supplemental Information New research on Text Complexity](#)

REVIEW

For the 2018 review cycle, 85 educators and/or administrators across the State of Idaho reviewed 180 textbooks. Contracts for these materials are effective October 18, 2018- December 31, 2024. For the final review results, please visit the [curricular materials webpage](#).

For Questions Contact

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