



K-5 Content-based Literacy Evaluation Rubric for Core Instruction

Name of Publisher:
Title of Submission:
Name of Evaluator(s):
<p>Rate by checking the number that best indicates the degree to which the materials satisfy each Indicator.</p> <p>SCALE 4 – Thoroughly 3 – Good 2 – Poor 1 – Unsatisfactory <i>(far above average)</i> <i>(adequate)</i> <i>(barely adequate)</i> <i>(very inadequate)</i></p>

WHOLE GROUP INSTRUCTION					
High Quality Text					
Indicators	4	3	2	1	Notes
a. Texts are aligned to appropriate grade-level text complexity requirements (see attachment).					
b. Texts include a variety of genres and text types.					
c. Texts are sequenced to build knowledge in a coherent way both within and across grade levels.					
d. Informational texts on science and social studies topics align to the Next Generation Sunshine State Science and Social Studies Standards and are diverse in content.					
e. Texts include Hispanic/Latino and African Diasporic content including cultural experiences, history and traditions through the use of stories, legends, and myths derived from a balance of primary and secondary sources.					
f. Texts include accurate facts, are authentically culturally and ethnically inclusive (contextually and temporally), use relatable language, and include diverse and balanced visual/pictorial representations and content.					
g. Texts integrate diversity across ethnic groups and genders, including relevant graphics, images, experiences, and names representing African and Hispanic/Latino cultures (excluding any stereotypes).					
Sub-totals:					Total =

WHOLE GROUP INSTRUCTION					
Questions and Tasks Reflect Grade Level Standards					
Indicators	4	3	2	1	Notes
a. Instructional content provides comprehensive coverage of the full intent of the Florida Language Arts Standards.					
b. Learning targets align to the Florida Language Arts Standards and are explicitly stated.					
c. The majority of each lesson is spent reading, writing, or speaking about text(s).					
d. Questions and tasks address critical thinking skills in clear alignment to the Florida Language Arts Standards.					
e. Questions and tasks allow students to transfer knowledge of standards to real world life experiences, including students' personal experiences.					
f. Questions and tasks require students to use evidence from the text to support their ideas. These ideas are expressed both through written, oral responses, and/or graphically while encouraging various perspectives and worldviews					
g. Questions and tasks support the development of academic language and content-based vocabulary using language that diverse learners understand.					
h. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.					
i. Resources include explicit language (conventions, grammar, etc.) instruction based upon grade level standards .					
j. Resources include explicit writing instruction (process writing and writing in response to texts) based upon grade level standards.					
Sub-totals:					Total =

WHOLE GROUP INSTRUCTION					
Engaging all Students: Texts, materials, and resources should be rich in cultural diversity and relatable to students in various backgrounds.					
Indicators	4	3	2	1	Notes
a. Instructional resources support a gradual release of responsibility from teacher to student.					
b. Resources provide opportunities for students to practice the application of the Florida Language Arts Standards (independent and group practice).					
c. Culturally infused resources support the teacher with opportunities to engage and motivate diverse student populations through active learning and collaboration, taking into consideration language proficiency levels.					
d. Instructional resources support the development of relational teaching strategies that are culturally responsive.					
e. Resources provide a variety of engagement strategies (cooperative learning structures, turn and talk, etc.).					

f. Materials support the teacher with ways to check for understanding.					
g. Lessons infuse Social Emotional Learning competencies (Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills).					
h. Lessons infuse opportunities to enhance instruction with technology, keeping in mind the digital divide.					
i. Materials provide multiple means of representation including but not limited to pictures, graphs, videos, graphic organizers, hands-on/kinesthetic activities, etc.					
j. Instructional strategies, materials, and resources allow are culturally relevant and allow for students to demonstrate mastery in multiple ways including written, verbal, illustrations, project based, etc.					
Sub-totals:					Total=

TEACHER SUPPORT MATERIALS					
Texts, materials and resources should be rich in cultural diversity and relatable to students of various backgrounds.					
Indicators	4	3	2	1	Notes
a. Materials include comprehensive lessons for a variety of components that can be taught across the week in a 120 minute ELA Block (Interactive Read Aloud, Shared Reading or Close Reading, Explicit Standards-based Lessons, Differentiated Instruction, Foundational Skills, and Writing).					
b. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).					
c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.					
d. Language supports/scaffolds are provided at varying language proficiency levels (preferably aligned to WIDA).					
e. Instructional resources include suggested anchor charts and other visual support for students to refer to when working collaboratively and independently.					
f. Teacher resources explicitly reference prerequisite skills and connections to future concepts noting when those skills are taught.					
g. Materials include culturally relevant and relational instructional resources for reteaching and enrichment opportunities.					
h. Professional development resources are available digitally for pedagogy and content, which is sensitive to all learning styles.					
i. Includes an activity at the beginning of each chapter to have students identify words that they don't recognize and teach them as vocabulary/spelling words.					
j. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African descent students.					
k. Instructional materials and resources should specifically include a variety of culturally relevant teaching					

strategies to support the learning of Hispanic/Latino descent students.					
l. Materials and resources should include texts written by and about people of African descent and be free from racial, linguistic, and gender stereotypes.					
m. Materials and resources should include texts written by and about people of Latino/Hispanic descent and be free from ethnic, linguistic, and gender stereotypes.					
n. Includes resources for teachers to communicate with parents/guardians to reinforce skills/lessons taught (at minimum in English, Spanish, Haitian-Creole, and Portuguese) to engage the parents/guardians in the educational process.					
Sub-totals:					Total =

ADDRESSING THE NEEDS OF ALL LEARNERS					
<p>Students of the African Diaspora: The core curriculum shall include frequent and high quality content relevant to the African Diaspora.</p> <p>African Diaspora (v.) -the mass dispersion of peoples from Africa before and after the political developments that led to chattel slavery</p> <p>African Diaspora (n.)-everywhere that Africans live throughout the universe, including Africa</p>					
Indicators	4	3	2	1	Notes
<p>a. INCLUSION/INFUSION: The core curriculum shall include frequent and high quality content relevant to the African Diaspora. The text shall:</p> <ul style="list-style-type: none"> • expose students to the diversity of the African Diaspora and the expanse of African history, including pictures, content and language excluding any stereotypes. • recognize the languages of the African Diaspora as valid, true and contributing to important literature and thought e.g the written works of Sojourner Truth, Phillis Wheatley, Zora Neale Hurston, Toni Morrison, Anna Johnson Julian, Alice Walker, Paul Laurence Dunbar, Edwidge Danticat and Langston Hughes. These are examples of authors that wrote in the authentic languages of the African Diaspora (e.g. Ebonics, Creole, Patois.) • use culturally appropriate language within the text and resources. • include relevant graphics, images and themes that support broad African Diasporic content, dating from ancient Africa to the present e.g. discussions, images and content on African contributors to world civilization including Black poets, Caribbean writers and so forth. • include appropriate and balanced visual/pictorial representations and content. • include material presented from the African centered perspective. • include accurate facts. • be relevant to students e.g. Black Urban literature. 					

<p>b. REPRESENTATION: The core curriculum shall include frequent and high quality content relevant to the African Diaspora. The text shall:</p> <ul style="list-style-type: none"> • include contributions of the African Diaspora to the infrastructure of global society, avoiding stereotypes. • provide a positive view of the African Diasporic people in text and resources, free of stereotypes. • honor the cultural assets of the African Diaspora in text and resources e.g. cultural experiences, history and traditions through the use of stories, legends and myths derived from a balance of primary and secondary sources. 4. reflect key elements of an African Diasporic value system including compassion, interdependence, flexibility, etc. e.g. Ma’at. 					
<p>c. STUDENT LEARNING EXPERIENCES: The core curriculum shall include frequent and high quality content relevant to the African Diaspora. The text shall:</p> <ul style="list-style-type: none"> • provide for relational teaching and learning styles to meet the needs of non-traditional learners and expand learning for traditional learners (i.e. modeling, interactive read-alouds, contextual cues, graphic organizers, learning groups/peer groups and multisensory approaches.) • include multiple opportunities for students to engage in academic discussions with the teacher and each other that support content mastery. • include opportunities for students to apply their learning of content and standards to real world settings to address real world issues in their community. • include opportunities for students to play an active part in the assessment process (choice of assessment, portfolios, teacher-student conferences, etc.) • include opportunities for students to engage in project based learning activities including multi-modalities, learning styles, multi-sensory methods. • include opportunities for students to engage in independent or collaborative research based on relevant topics, including the use of technology and outside resources to conduct and present research. • include opportunities for students to draw on their personal experiences and background knowledge to access new content and achieve mastery of content • include opportunities for students to make connections through an integrated curriculum that includes math, science, social studies, fine arts, etc. • include opportunities for all students (at each reading skill level) to participate in learning activities as described in the indicators above as part of the core curricular activities 10. include African Diasporic content with vocabulary building activities. 					

<p>d. CRITICAL-CULTURAL INSTRUCTIONAL APPROACHES: The core curriculum shall include frequent and high quality content relevant to the African Diaspora. The text shall include:</p> <ul style="list-style-type: none"> • activities for students to question, critique, re-define or re-design text across various formats (oral, text, audio, written, media.) • activities that require students to reflect on themselves and their learning. • activities for students to work collaboratively to pose questions and analyze issues within their community and beyond. • activities for students to gain a heightened awareness of themselves and others in the world. • activities for students to take action against injustice locally, nationally or internationally. 					
<p>e. CULTURALLY RESPONSIVE PEDAGOGY: The core curriculum shall include frequent and high quality content relevant to the African Diaspora. The text shall:</p> <ul style="list-style-type: none"> • Include activities using diverse instructional approaches (teaching in various formats, may be nontraditional. • Include activities for students to share their interests, hobbies, likes and dislikes. • provide instructional approaches that encourage student centered practices, that bring in real-world application. • provide instructional approaches that speaks to student lived realities. 					
Sub-totals:					Total =

ADDRESSING THE NEEDS OF ALL LEARNERS					
English Language Learners					
Indicators	4	3	2	1	Notes
a. Multilingual, culturally relevant resources are available in various languages, in print or digital format (at minimum in Spanish, Haitian-Creole, and Portuguese).					
b. Materials provide multiple opportunities for extended academic discourse (oral and written) through richly developed diverse text-dependent and text-specific questions.					
c. Lessons specify the necessary academic language and vocabulary to master the concepts without sacrificing the grade-level content, the rigor, or the home language.					
d. Materials specify the language demands and challenges students may encounter at different levels of standard English language proficiency and opportunities for teachers to address those challenges along the progression of language acquisition. (preferably at the lesson level)					
e. All student, teacher, and support materials are cognizant of non-translated words from students' Native languages and make an effort to preserve their origin and meaning.					
Sub-totals:					Total =

ADDRESSING THE NEEDS OF ALL LEARNERS					
Hispanic/Latino Learners					
Indicators	4	3	2	1	Notes
a. Materials expose students to the diversity of Hispanic/Latino culture which includes Afro-Latino.					
b. Literature includes stories from diverse Hispanic origins including Latin America such as Mexico, Central America, South American, Caribbean, and Europe.					
c. Text include contributions of the Hispanic/Latino Diaspora made to the United States excluding stereotypes.					
d. Expose students to the diversity of the Hispanic/Latino history, including pictures, content, and language.					
e. All materials and resources include a variety of culturally relevant learning strategies to support the needs of Hispanic/Latino students.					
Sub-totals:					Total =

ADDRESSING THE NEEDS OF ALL LEARNERS					
Dual Language Program					
Indicators	4	3	2	1	Notes
a. Student content in Spanish is available in print and digital and is equitable to content available in English.					
b. Supports are in place for students to transfer academic knowledge learned in one language to the other language by focusing on how the two languages are similar and different (cross-linguistic transfers are evident).					
c. Reference is made to Spanish Language Development Standards					
d. Student content in Haitian-Creole is available in print and digital formats.					
Sub-totals:					Total=

ADDRESSING THE NEEDS OF ALL LEARNERS					
ESE Instructional Support					
Indicators	4	3	2	1	Notes
a. Aligned modified standards (Florida Access Points) are identified in teacher resource materials and lesson plans at point of use (in print or digital format).					
b. Instructional strategies, materials, and resources for teachers of gifted students are provided.					
c. Materials, resources, and ancillary materials provide support for language comprehension (support for clearly defining critical vocabulary including photos, images, symbolic representation, teaches vocabulary in ways that promote connection to learners and prior knowledge, etc.).					

d. Materials, resources, and ancillary materials address the needs of learners through a variety of scaffolding methods that can be gradually released.					
e. Materials and resources include explicit, systematic, and multisensory reading instruction in phonological awareness and phonics instruction for students who continue to struggle with foundational skills in grades K to 5.					
f. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of African descent students.					
g. Instructional materials and resources should specifically include a variety of culturally relevant teaching strategies to support the learning of Hispanic/Latino descent students.					
h. Materials and resources should include texts written by and about people of African descent and be free from racial, linguistic, and gender stereotypes.					
i. Materials and resources should include texts written by and about people of Hispanic/Latino descent and be free from ethnic, linguistic, and gender stereotypes.					
Sub-totals:					Total=

ADDRESSING THE NEEDS OF ALL LEARNERS					
Accessibility Checklist					
Indicators	4	3	2	1	Notes
Accessibility Checklist Score (see ESE Accessibility Checklist)					
Sub-total:					Total=

ASSESSMENT					
Assessments should be culturally diverse when appropriate and should align with diverse learning styles of the students.					
Indicators	4	3	2	1	Notes
a. Assessments provide opportunities for varied and frequent progress monitoring of student performance.					
b. There are a variety of assessments and item types including performance tasks involving unique problem solving situations. Scoring rubrics are included, when appropriate.					
c. Assessments range from diagnostic to evaluative (formative and summative).					
d. Assessments opportunities include multiple means of representation/modalities (Performance Tasks, Project-based Learning, Speeches, Presentations, etc.)					
Sub-totals:					Total =

FOUNDATIONAL SKILLS INSTRUCTION (PHONOLOGICAL AWARENESS, PHONICS, VOCABULARY, FLUENCY) All lessons should be infused with diverse cultural experiences, content and language.					
Indicators	4	3	2	1	Notes
a. Lessons reflect grade-level foundational standards.					
b. Lessons are part of a systematic scope and sequence.					
c. Lessons are explicit and clear.					
d. Lessons include multi-sensory strategies and materials.					
e. Lessons and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and writing in continuous text.					
f. Lessons include adequate time for teacher instruction and student practice of targeted skill(s) through a gradual release of responsibility.					
g. Foundational skills assessments provide opportunities for varied progress monitoring of student performance.					
Sub-totals:					Total=

DIFFERENTIATED INSTRUCTION (SMALL GROUP INSTRUCTION) Materials and resources should be rich in cultural diversity and relatable to students of various backgrounds					
Indicators	4	3	2	1	Notes
a. Materials provide lessons to support the teacher with planning for differentiated instruction (includes suggested language, questions, pacing, scaffolding strategies, etc.).					
b. Questions and tasks support the development of academic language and content-based vocabulary.					
c. Materials are flexible enough that teachers can use their own student data to make instructional decisions.					
d. Language supports/scaffolds are aligned to academic tasks and address the four domains of language.					
e. Texts include a variety of genres and culturally relevant text types.					
Sub-totals:					Total =

COMMUNITY RESOURCES Resources include access to materials through multiple mediums inclusive of paper-based resources made available in English, Spanish, Haitian-Creole, and Portuguese for parents/guardians and community stakeholders.					
Indicators	4	3	2	1	Notes
a. Information for parents on pre-reading.					
b. Vocabulary/spelling lists at the beginning of the chapter and on line with suggested activities (e.g. spell it, use it in a sentence, etc)					
c. Higher order question samples					
d. Comprehension questions					
Sub-totals:					Total =

Category	Category Total	Notes
1. High Quality Texts		
2. Questions and Tasks Reflect Grade Level Standards		
3. Student Engagement		
4. Teacher Support Materials		
5. Students of the African Diaspora		
6. English Language Learners		
7. Hispanic/Latino Learners		
8. Dual Language Program		
9. ESE Instructional Support		
10. Accessibility Checklist		
11. Assessment		
12. Foundational Skills		
13. Differentiated Instruction		
14. Community Resources		
GRAND TOTAL		