

2020 ELA Adoption Criteria - Grades K-12

Criterion	Metric	K-2 Look Fors	3-5 Look Fors	6-8 Look Fors	9-12 Look Fors
NN1 High-quality text: Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.	NN 1A: Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade . (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)	<ul style="list-style-type: none"> Materials include evidence of quantitative and qualitative measures of anchor texts' complexity (primarily read alouds). 	<ul style="list-style-type: none"> Materials include evidence of quantitative and qualitative measures of anchor texts' complexity. 	<ul style="list-style-type: none"> Materials include evidence of quantitative and qualitative measures of anchor texts' complexity. 	<ul style="list-style-type: none"> Materials include evidence of quantitative and qualitative measures of anchor texts' complexity.
	NN 1B: Anchor texts in the materials are of publishable quality and worthy of especially	<ul style="list-style-type: none"> Anchor (or read-aloud) text selections are previously published or of publishable quality and are 	<ul style="list-style-type: none"> Anchor (or read-aloud) text selections are previously published or of publishable quality and are 	<ul style="list-style-type: none"> Anchor text selections are previously published or of publishable quality and are content-rich, 	<ul style="list-style-type: none"> Anchor text selections are previously published or of publishable quality and are content-rich,

	careful reading; they include a mix of informational texts and literature.	<p>content-rich, possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> Materials include a variety of narrative and informational texts. Materials minimize content that is unrelated to standards. 	<p>content-rich, possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> Materials include a variety of narrative and informational texts. Materials minimize content that is unrelated to standards. 	<p>possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> Materials include a variety of narrative and informational texts. Materials minimize content that is unrelated to standards. 	<p>possessing rich vocabulary and syntax.</p> <ul style="list-style-type: none"> Materials include a variety of narrative and informational texts. Materials minimize content that is unrelated to standards.
<p>NN 2 Evidence-Based Discussion and Writing: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p>	<p>NN 2A: At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are</p>	<ul style="list-style-type: none"> Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text). Comprehension questions should be based upon texts and reflect a variety of complexity levels. 	<ul style="list-style-type: none"> Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text). Comprehension questions should be based upon texts and reflect a variety of complexity levels. 	<ul style="list-style-type: none"> Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text). Comprehension questions should be based upon texts and reflect a variety of complexity levels. 	<ul style="list-style-type: none"> Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text). Comprehension questions should be based upon texts and reflect a variety of complexity levels.

	text-specific.				
	<p>NN 2B: Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> • Approximately $\frac{3}{4}$ of all writing tasks require students write to sources. • Speaking prompts require students to marshal evidence from texts when speaking. • Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students. • Materials include opportunities for students to analyze and apply critical thinking through facilitated 	<ul style="list-style-type: none"> • Approximately $\frac{3}{4}$ of all writing tasks require students write to sources. • Speaking prompts require students to marshal evidence from texts when speaking. • Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students. • Materials include opportunities for students to analyze and apply critical thinking through facilitated 	<ul style="list-style-type: none"> • Approximately $\frac{3}{4}$ of all writing tasks require students write to sources. • Speaking prompts require students to marshal evidence from texts when speaking. • Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students. • Materials include opportunities for students to analyze and apply critical thinking through facilitated 	<ul style="list-style-type: none"> • Approximately $\frac{3}{4}$ of all writing tasks require students write to sources. • Speaking prompts require students to marshal evidence from texts when speaking. • Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students. • Materials include opportunities for students to analyze and apply critical thinking through facilitated

		oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	oral and written discussion, including opportunities to cite the text when making arguments or taking a position.	oral and written discussion, including opportunities to cite the text when making arguments or taking a position.
NN 3 Building Knowledge: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.	NN 3A: Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.	<ul style="list-style-type: none"> • Collections of texts and other resources carefully sequenced and organized around a series of topics. 	<ul style="list-style-type: none"> • Collections of texts and other resources carefully sequenced and organized around a series of topics. 	<ul style="list-style-type: none"> • Collections of texts and other resources carefully sequenced and organized around a series of topics. 	<ul style="list-style-type: none"> • Collections of texts and other resources carefully sequenced and organized around a series of topics.
	NN 3B: Materials provide instructions,	<ul style="list-style-type: none"> • Materials provide ample opportunity for students to 	<ul style="list-style-type: none"> • Materials provide ample opportunity for students to engage in a 	<ul style="list-style-type: none"> • Materials provide ample opportunity for students to 	<ul style="list-style-type: none"> • Materials provide ample opportunity for students to

	clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> ● Materials include additional topic-related readings connected to the anchor text. ● Materials include opportunities for whole group, small group, and independent reading. 	<p>variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> ● Materials include additional topic-related readings connected to the anchor text. ● Materials include opportunities for whole group, small group, and independent reading. 	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> ● Materials include additional topic-related readings connected to the anchor text. ● Materials include opportunities for whole group, small group, and independent reading. 	<p>engage in a variety of reading, assigned, self-chosen, or outside reading.</p> <ul style="list-style-type: none"> ● Materials include additional topic-related readings connected to the anchor text. ● Materials include opportunities for whole group, small group, and independent reading.
Non-Negotiable 4 Foundational Skills: Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter	NN Metric 4A: Submissions address grade-level standards for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness,	<ul style="list-style-type: none"> ● Foundational reading elements required by the Standards for each grade level are all present. ● Materials develop a progression of foundational reading skills using evidence-based methods. ● Evidence-based explicit and systematic 	<ul style="list-style-type: none"> ● Foundational reading elements required by the Standards for each grade level are all present. ● Materials develop a progression of foundational reading skills using evidence-based methods. ● Evidence-based explicit and systematic 	<ul style="list-style-type: none"> ● Does not apply 	<ul style="list-style-type: none"> ● Does not apply

recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.	vocabulary development, syntax, and reading fluency in an evidence-based and transparent progression in each grade level.	<p>instruction of foundational skills in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development syntax and fluency with opportunities for practice and mastery.</p> <ul style="list-style-type: none"> Materials should include a teaching scope and sequence that show the learning progressions, and that allow for flexibility in meeting the needs of a wide range of students. 	<p>instruction of foundational skills in phonics, word awareness and vocabulary development, syntax and fluency with opportunities for practice and mastery.</p> <ul style="list-style-type: none"> Materials should include a teaching scope and sequence that show the learning progressions, and that allow for flexibility in meeting the needs of a wide range of students. 		
	NN Metric 4B: Submissions include a variety of student reading material and activities that allows for	<ul style="list-style-type: none"> Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for 	<ul style="list-style-type: none"> Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for 	<ul style="list-style-type: none"> Does not apply 	<ul style="list-style-type: none"> Does not apply

	systematic, regular, and frequent practice of all foundational skills.	flexibility in meeting the needs of a wide range of students.	flexibility in meeting the needs of a wide range of students.		
	NN Metric 4C: Submissions provide clear, well-aligned assessment protocols and materials for all foundational skills to guide instruction, remediation, and extension.	<ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance. Assess student proficiency using a variety of evidence-based methods. Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate and/or student skill attainment. 	<ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance. Assess student proficiency using a variety of evidence-based methods. Explicit, clear, and ongoing instruction to teachers on how to diagnose and/or extend remediate student skill attainment. 	<ul style="list-style-type: none"> Does not apply 	<ul style="list-style-type: none"> Does not apply
	NN Metric 4D: Materials guide students to read with purpose and understanding and to make	<ul style="list-style-type: none"> Opportunities for practice and mastery related to foundational skills, intervention, and extension. 	<ul style="list-style-type: none"> Opportunities for practice and mastery related to foundational skills, intervention, and extension. 	<ul style="list-style-type: none"> Does not apply 	<ul style="list-style-type: none"> Does not apply

	frequent connections between acquisition of foundational skills and making meaning from reading.				
AC 1 Range and Quality of Texts: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.	AC Metric 1A: In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.	<ul style="list-style-type: none"> Materials reflect a balance of text types and genres, at varying levels of complexity. 	<ul style="list-style-type: none"> Materials reflect a balance of text types and genres, at varying levels of complexity. 	<ul style="list-style-type: none"> Materials reflect a balance of text types and genres, at varying levels of complexity. 	<ul style="list-style-type: none"> Materials reflect a balance of text types and genres, at varying levels of complexity.
	AC Metric 1B: A large majority of texts included in the instructional materials reflect	<ul style="list-style-type: none"> Materials provide guidance for teachers to support authentic and meaningful student-centered 	<ul style="list-style-type: none"> Materials provide guidance for teachers to support authentic and meaningful student-centered 	<ul style="list-style-type: none"> Materials provide guidance for teachers to support authentic and meaningful student-centered 	<ul style="list-style-type: none"> Materials provide guidance for teachers to support authentic and meaningful student-centered

	<p>the text, characteristics, and genres that are specifically required by the Standards at each grade level.</p>	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ different learning styles ○ a range of interests. <ul style="list-style-type: none"> ● Connect to social studies, science, and a broad range of other content disciplines. ● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.). ● Materials engage students in learning and skill- 	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ different learning styles ○ a range of interests. <ul style="list-style-type: none"> ● Connect to social studies, science, and a broad range of other content disciplines. ● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.). ● Materials engage students in learning and skill- 	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ different learning styles ○ a range of interests. <ul style="list-style-type: none"> ● Connect to social studies, science, and a broad range of other content disciplines. ● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.). ● Materials engage students in learning and skill- 	<p>activities that are culturally and linguistically responsive and relevant by representing:</p> <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ different learning styles ○ a range of interests. <ul style="list-style-type: none"> ● Connect to social studies, science, and a broad range of other content disciplines. ● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.). ● Materials engage students in learning and skill-
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		based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.
	AC Metric 1C: Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards, as well as the Standards regarding range and complexity for reading.	<ul style="list-style-type: none"> Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. 	<ul style="list-style-type: none"> Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. 	<ul style="list-style-type: none"> Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. 	<ul style="list-style-type: none"> Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.
AC 2 Questions, Tasks, and	AC Metric 2A: High-quality	<ul style="list-style-type: none"> Anchor texts build background 	<ul style="list-style-type: none"> Anchor texts build background 	<ul style="list-style-type: none"> Texts build background 	<ul style="list-style-type: none"> Texts build background

<p>Assignments: Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p>	<p>sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p>	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility. 	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility. 	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility. 	<p>knowledge, vocabulary, language structures, and verbal reasoning.</p> <ul style="list-style-type: none"> Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.
	<p>AC Metric 2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<ul style="list-style-type: none"> Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation 	<ul style="list-style-type: none"> Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate. Questions and tasks guide students to determine the 	<ul style="list-style-type: none"> Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation 	<ul style="list-style-type: none"> Materials include grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation

		<p>when appropriate.</p> <ul style="list-style-type: none"> • Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports. • Materials provide vocabulary and language supports. 	<p>meaning of words with vocabulary and language scaffolds and supports.</p> <ul style="list-style-type: none"> • Materials provide vocabulary and language supports. 	<p>when appropriate.</p> <ul style="list-style-type: none"> • Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports. • Materials provide vocabulary and language supports. 	<p>when appropriate.</p> <ul style="list-style-type: none"> • Questions and tasks guide students to determine the meaning of words with vocabulary and language scaffolds and supports. • Materials provide vocabulary and language supports.
	<p>AC Metric 2C: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	<ul style="list-style-type: none"> • Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<ul style="list-style-type: none"> • Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<ul style="list-style-type: none"> • Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<ul style="list-style-type: none"> • Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.
	<p>AC Metric 2D: Materials support</p>	<ul style="list-style-type: none"> • Includes text that serves as the basis for 	<ul style="list-style-type: none"> • Includes text that serves as the basis for 	<ul style="list-style-type: none"> • Includes text that serves as the basis for 	<ul style="list-style-type: none"> • Includes text that serves as the basis for

	<p>students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position. 	<p>communication, including speaking, listening, and writing.</p> <ul style="list-style-type: none"> Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.
	<p>AC Metric 2E: Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<ul style="list-style-type: none"> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to 	<ul style="list-style-type: none"> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to 	<ul style="list-style-type: none"> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to 	<ul style="list-style-type: none"> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to

		<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence). 	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence). 	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence). 	<p>demonstrate skills, content knowledge, and receive feedback.</p> <ul style="list-style-type: none"> Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).
	<p>AC Metric 2F: Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<ul style="list-style-type: none"> Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing. 	<ul style="list-style-type: none"> Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing. 	<ul style="list-style-type: none"> Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing. 	<ul style="list-style-type: none"> Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.

	<p>AC Metric 2G: Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a evidence-based and transparent progression to develop proficient readers.</p>	<ul style="list-style-type: none"> ● Materials develop foundational reading skills systematically, using evidence-based and transparent methods. ● Multiple opportunities for practice, mastery and review of foundational skills and content. 	<ul style="list-style-type: none"> ● Materials develop foundational reading skills systematically, using evidence-based and transparent methods. ● Multiple opportunities for practice, mastery and review of foundational skills and content. 	<ul style="list-style-type: none"> ● Not applicable 	<ul style="list-style-type: none"> ● Not applicable
<p>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks: Materials build students' knowledge across topics and content areas.</p>	<p>AC Metric 3A: Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<ul style="list-style-type: none"> ● Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard. 	<ul style="list-style-type: none"> ● Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard. 	<ul style="list-style-type: none"> ● Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard. 	<ul style="list-style-type: none"> ● Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.
	<p>AC Metric 3B: Materials require</p>	<ul style="list-style-type: none"> ● Materials provide opportunities for students to 	<ul style="list-style-type: none"> ● Materials provide opportunities for students to 	<ul style="list-style-type: none"> ● Materials provide opportunities for students to 	<ul style="list-style-type: none"> ● Materials provide opportunities for students to

	students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.	personalize, internalize and curate their learning to promote student agency.	personalize, internalize and curate their learning to promote student agency.	personalize, internalize and curate their learning to promote student agency.	personalize, internalize and curate their learning to promote student agency.
	AC Metric 3C: Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	<ul style="list-style-type: none"> Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate. 	<ul style="list-style-type: none"> Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate. Previously taught 	<ul style="list-style-type: none"> Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate. 	<ul style="list-style-type: none"> Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.

		<ul style="list-style-type: none"> Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons. Materials provide vocabulary and language supports. The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research. 	<p>skills and strategies are intentionally reviewed and practiced in subsequent lessons.</p> <ul style="list-style-type: none"> Materials provide vocabulary and language supports. The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research. 	<ul style="list-style-type: none"> Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons. Materials provide vocabulary and language supports. The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research. 	<ul style="list-style-type: none"> Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons. Materials provide vocabulary and language supports. The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.
AC 4: Access to Standards for All Students: Materials are designed to provide	AC Metric 4A: Teachers and students can reasonably complete the core content	<ul style="list-style-type: none"> Appropriate scaffolding, interventions, extensions, and supports are evident and do 	<ul style="list-style-type: none"> Appropriate scaffolding, interventions, extensions, and supports are evident and do 	<ul style="list-style-type: none"> Appropriate scaffolding, interventions, extensions, and supports are evident and do 	<ul style="list-style-type: none"> Appropriate scaffolding, interventions, extensions, and supports are evident and do

thoughtful supports/scaffolds to support all students in accessing the standards.	within a regular school year to maximize students' learning.	not sacrifice ELA content.	not sacrifice ELA content.	not sacrifice ELA content.	not sacrifice ELA content.
	AC Metric 4B: Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	<ul style="list-style-type: none"> Materials should contain various levels of scaffolding to allow all students access to core instruction. Materials provide direct access to equitable resources through various levels of technology, including things such as, <ul style="list-style-type: none"> speech to text text to speech audio books digital copies available in various languages. Materials facilitate the planning and implementation 	<ul style="list-style-type: none"> Materials should contain various levels of scaffolding to allow all students access to core instruction. Materials provide direct access to equitable resources through various levels of technology, including things such as, <ul style="list-style-type: none"> speech to text text to speech audio books digital copies available in various languages. Materials facilitate the planning and implementation of differentiated 	<ul style="list-style-type: none"> Materials should contain various levels of scaffolding to allow all students access to core instruction. Materials provide direct access to equitable resources through various levels of technology, including things such as, <ul style="list-style-type: none"> speech to text text to speech audio books digital copies available in various languages. Materials facilitate the planning and implementation 	<ul style="list-style-type: none"> Materials should contain various levels of scaffolding to allow all students access to core instruction. Materials provide direct access to equitable resources through various levels of technology, including things such as, <ul style="list-style-type: none"> speech to text text to speech audio books digital copies available in various languages. Materials facilitate the planning and implementation

		<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.). 	<p>instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.). 	<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.). 	<p>of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</p> <ul style="list-style-type: none"> Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.).
	<p>AC Metric 4C: Materials regularly include extensions and/or more advanced opportunities for students who read,</p>	<ul style="list-style-type: none"> Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing 	<ul style="list-style-type: none"> Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration, intensification. 	<ul style="list-style-type: none"> Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration. 	<ul style="list-style-type: none"> Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.

	write, speak, or listen above grade level.	acceleration, intensification.			
	<p>AC Metric 4D: Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<ul style="list-style-type: none"> Materials include opportunities for whole group, small group, and independent literacy activities. Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: <ul style="list-style-type: none"> planning instruction providing ongoing feedback to students sharing to guardian/p arents sharing to classrooms 	<ul style="list-style-type: none"> Materials include opportunities for whole group, small group, and independent literacy activities. Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: <ul style="list-style-type: none"> planning instruction providing ongoing feedback to students sharing to guardian/p arents sharing to classrooms 	<ul style="list-style-type: none"> Materials include opportunities for whole group, small group, and independent literacy activities. Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: <ul style="list-style-type: none"> planning instruction providing ongoing feedback to students sharing to guardian/p arents sharing to classrooms 	<ul style="list-style-type: none"> Materials include opportunities for whole group, small group, and independent literacy activities. Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: <ul style="list-style-type: none"> planning instruction providing ongoing feedback to students sharing to guardian/p arents sharing to classrooms

		<p style="text-align: center;">schools/districts.</p> <ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance. 	<p style="text-align: center;">schools/districts.</p> <ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance. 	<p style="text-align: center;">schools/districts.</p> <ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance. 	<p style="text-align: center;">schools/districts.</p> <ul style="list-style-type: none"> Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.
	<p>AC Metric 4E: Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting</p>	<ul style="list-style-type: none"> Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations. Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full 	<ul style="list-style-type: none"> Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations. Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full 	<ul style="list-style-type: none"> Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations. Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full 	<ul style="list-style-type: none"> Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level achievement level expectations. Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full

	<p>scaffolds for students to measure their independent abilities.</p>	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> • Materials provide online assessments that are aligned and have large item banks. • Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels. • Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress 	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> • Materials provide online assessments that are aligned and have large item banks. • Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels. • Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress 	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> • Materials provide online assessments that are aligned and have large item banks. • Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels. • Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress 	<p>depth, breadth, and complexity.</p> <ul style="list-style-type: none"> • Materials provide online assessments that are aligned and have large item banks. • Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels. • Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress
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		<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political 	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political 	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations. Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms. Materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political 	<p>toward grade level outcomes.</p> <ul style="list-style-type: none"> Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations. Provides teachers with a range of data to inform instruction that can interface with multiple electronic gradebook and/or classroom management platforms. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source
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		<p>cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> ● Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students). ● Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, 	<p>cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> ● Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students). ● Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, 	<p>cartoons, graphs, maps, test bank).</p> <ul style="list-style-type: none"> ● Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students). ● Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, 	<p>documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</p> <ul style="list-style-type: none"> ● Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students). ● Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of
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		<p>summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> • Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students. • Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives. • Provides a variety of exit tickets both written and electronic. 	<p>summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> • Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students. • Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives. • Provides a variety of exit tickets both written and electronic. 	<p>and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> • Elicits direct, observable evidence of student understanding which includes formative assessment practices for both teachers and students. • Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives. • Provides a variety of exit tickets both written and electronic. 	<p>instruction embedded pre-, formative, summative, peer, and self-assessment measures of three-dimensional learning.</p> <ul style="list-style-type: none"> • Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students. • Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives. • Provides a variety of exit tickets both written and electronic.
AC5: Cultural Representation:	AC5A: Texts included in the	<ul style="list-style-type: none"> • Students are able to see themselves 	<ul style="list-style-type: none"> • Students are able to see themselves 	<ul style="list-style-type: none"> • Students are able to see themselves 	<ul style="list-style-type: none"> • Students are able to see themselves

Materials are designed to be place-based, culturally and linguistically responsive and engaging for all students.	instructional materials are place-based, culturally and linguistically responsive and relevant.	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> ● Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> ○ Language includes all protected classes and currently and historically underserved populations. ○ Materials provide opportunities to see diverse cultures in significant roles. 	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> ● Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> ○ Language includes all protected classes and currently and historically underserved populations. ○ Materials provide opportunities to see diverse cultures in significant roles. 	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> ● Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> ○ Language includes all protected classes and currently and historically underserved populations. ○ Materials provide opportunities to see diverse cultures in significant roles. 	<p>in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</p> <ul style="list-style-type: none"> ● Language used in the texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative <ul style="list-style-type: none"> ○ Language includes all protected classes and currently and historically underserved populations. ○ Materials provide opportunities to see diverse cultures in significant roles.
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		<ul style="list-style-type: none"> ● Materials include pictures / graphics / examples of all groups in a positive, affirmative manner. ● Materials provide a social-emotional learning connection. 	<ul style="list-style-type: none"> ● Materials include pictures / graphics / examples of all groups in a positive, affirmative manner. ● Materials provide a social-emotional learning connection. 	<ul style="list-style-type: none"> ● Materials include pictures / graphics / examples of all groups in a positive, affirmative manner. ● Materials provide a social-emotional learning connection. 	<ul style="list-style-type: none"> ● Materials include pictures / graphics / examples of all groups in a positive, affirmative manner. ● Materials provide a social-emotional learning connection.
	<p>AC5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.</p>	<ul style="list-style-type: none"> ● Materials support learning activities by representing <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ a range of interests. ● Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate. 	<ul style="list-style-type: none"> ● Materials support learning activities by representing <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ a range of interests. ● Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate. 	<ul style="list-style-type: none"> ● Materials support learning activities by representing <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ various linguistic backgrounds ○ a range of interests ● Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate. 	<ul style="list-style-type: none"> ● Materials support learning activities by representing <ul style="list-style-type: none"> ○ diverse cultures with significant roles ○ Various linguistic backgrounds ○ a range of interests ● Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.

		<ul style="list-style-type: none"> ● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. ● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves. ● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families. 	<ul style="list-style-type: none"> ● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. ● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves. ● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families. 	<ul style="list-style-type: none"> ● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. ● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves. ● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families. 	<ul style="list-style-type: none"> ● Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. ● Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves. ● Materials contain a variety of regularly-updated and user-friendly online materials and resources that are culturally and linguistically responsive and that are responsive to current events and changes in perspectives that are available to teachers, students, and families.
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		<ul style="list-style-type: none"> Materials provide evidence-based, high leverage instructional practices. 	<ul style="list-style-type: none"> Materials provide evidence-based, high leverage instructional practices. 	<ul style="list-style-type: none"> Materials provide evidence-based, high leverage instructional practices. 	<ul style="list-style-type: none"> Materials provide evidence-based, high leverage instructional practices.
<p>AC 6: Accessibility/Usability: Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p>	<p>AC6A: Materials provide technological supports.</p>	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> Key vocabulary highlighted with accessible student-friendly definitions. Technology supports and resources that allow digital and print materials to extend and enhance learning. Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). Materials include technology supports and resources that allow digital and print materials to 	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> Key vocabulary highlighted with accessible student-friendly definitions. Technology supports and resources that allow digital and print materials to extend and enhance learning. Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). Materials include technology supports and resources that allow digital and print materials to 	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> Key vocabulary highlighted with accessible student-friendly definitions. Technology supports and resources that allow digital and print materials to extend and enhance learning. Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). Materials include technology supports and resources that allow digital and print materials to 	<p>Where available, digital materials include supports like:</p> <ul style="list-style-type: none"> Key vocabulary highlighted with accessible student-friendly definitions. Technology supports and resources that allow digital and print materials to extend and enhance learning. Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). Materials include technology supports and resources that allow digital and print materials to

		extend and enhance learning.	extend and enhance learning.	extend and enhance learning.	extend and enhance learning.
	AC6B: Materials maximize teacher usability.	<ul style="list-style-type: none"> Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill. Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online). Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that 	<ul style="list-style-type: none"> Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill. Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online). Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that 	<ul style="list-style-type: none"> Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill. Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online). Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that 	<ul style="list-style-type: none"> Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill. Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online). Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that

		<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none">● Materials lend themselves to being able to apply principles of UDL.	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none">● Materials lend themselves to being able to apply principles of UDL.	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none">● Materials lend themselves to being able to apply principles of UDL.	<p>allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</p> <ul style="list-style-type: none">● Materials lend themselves to being able to apply principles of UDL.
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