

SECTION IV

Additional Information (Usability, Teacher Supports) (8 Indicators)

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

This section is optional.

| Indicator | Yes | No |
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| 1. Materials are well-designed and take into account effective lesson structure and pacing. | | |
| 2. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding. | | |
| 3. The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.). | | |
| 4. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items. | | |
| 5. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning. | | |
| 6. Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary. | | |
| 7. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum. | | |
| 8. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement. | | |

Additional comments about usability and teacher supports:

Additional comments about scoring: