

[http://www.schools.utah.gov/curr/main/Core\\_Codes/default.htm](http://www.schools.utah.gov/curr/main/Core_Codes/default.htm)
**Textbook Alignment to the Utah  
 11<sup>th</sup> Grade Language Arts Core Curriculum  
 Rubric for “Recommended Primary” Materials**

<b>Title</b> _____ <b>ISBN#</b> _____			
<b>Publisher:</b> _____			
<b>Name of Person(s) conducting alignment and evaluation:</b> _____			
<b>Overall percentage of coverage of the Utah State Core Curriculum:</b> _____ %			
<b>Standard I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>			
<b>Percentage of coverage for Standard I:</b> %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
<b>Objective 1.1 (Word Analysis, Vocabulary Development):            Determine word meaning through word parts, definitions, and context clues.</b>	a. Analyze the meaning of words using knowledge of roots (see chart, Appendix A).		
	b. Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek- based words, street slang, dialects, ethnic		

	terms).		
	c. Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).		
	d. Distinguish between commonly confused words (i.e., <i>allusion/illusion</i> ; <i>complement/compliment</i> ; <i>imply/infer</i> ).		
<b>Objective 1.2 (Comprehension of Informational Text) Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).</b>	a. Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).		
	b. Evaluate the effectiveness of multiple internal text structures in a single text.		
	c. Synthesize information from a variety of sources.		
	d. Analyze multiple texts on the same topic for conflicting information.		
<b>Objective 1.3 (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.</b>	a. Compare plot structures in works of literature (e.g., plot, multiple points of view, stream of consciousness).		
	b. Explore universal character traits across cultures in literature.		

	c. Compare recurring and universal themes in literary works.		
	d. Analyze how culture-the shared beliefs, values, and behaviors of a particular society at a particular time and place – is an element of setting.		
	e. Analyze the use of irony, tone, and/or mood.		
	f. Identify the speaker in a poetic text.		
<b>Standard II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.</b>			
<b>Percentage of coverage for Standard II:   %</b>			
<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 2.1 (Writing to Learn): Analyze and synthesize ideas and information to reefing thinking through writing.</b>	a. Form conclusions and recommend action.		
	b. Integrate facts, events, or ideas to create new ideas.		
	c. Consolidate and synthesize connections between texts, between texts and self, between texts and different world connections.		
<b>Objective 2.2 (Extended Writing): Write to analyze literary text and explain informational text. (Emphasize expository writing.</b>	a. Select and organizational pattern that suits the topic.		
	b. Provide detailed evidence and examples to substantiate arguments.		
	c. Support arguments with		

<p><b>Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)</b></p>	<p>logic and text references.</p>		
<p><b>Objective 2.3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.</b></p>	<p>a. Evaluate and revise for:</p> <ul style="list-style-type: none"> <li>• Sufficiently developed key ideas that directly support and advance the thesis statement.</li> <li>• Control organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions).</li> <li>• Correct use of active and passive voice.</li> <li>• Consistent, appropriate voice.</li> <li>• Words intentionally and skillfully used.</li> <li>• Rhythm created through sentence construction (i.e., parallel sentence structure).</li> </ul>		
	<p>b. Edit for:</p> <ul style="list-style-type: none"> <li>• Spelling.</li> <li>• Commas with</li> </ul>		

	introductory phrases and clauses. <ul style="list-style-type: none"> <li>• Correct use of relative pronouns.</li> <li>• Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”).</li> <li>• Agreement of pronouns and antecedents.</li> </ul>		
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**Standard III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.**

**Percentage of coverage for Standard III:    %**

<b>Objectives</b>	<b>Indicators</b>	<b>If covered, appropriate page #'s</b>	<b>Comments on coverage</b>
<b>Objective 3.1 (Process of Inquiry): Use the process of inquiry to draw conclusions.</b>	a. Formulate questions that direct inquiry.		
	b. Analyze information to determine relevance to essential question.		
	c. Evaluate the accuracy and relevance of information that reflects multiple points of view.		
	d. Evaluate, use, and cite primary and secondary sources.		
<b>Objective 3.2 (Written Communication of Inquiry): Write to</b>	a. Select an appropriate format to evaluate and report research results.		

<b>evaluate information and to make recommendations.</b>	b. Gather, evaluate, and organize evidence to support a position.		
	c. Support evaluations and recommendations using paraphrase, summary, and/or quotations.		
	d. Use informal and formal citations, where appropriate, to support inquiry.		
<b>Objective 3.3 (Oral Communication of Inquiry): Make informative and persuasive presentations using visual aids/technology.</b>	a. Determine the purpose for informative and persuasive presentations.		
	b. Identify questions to be addressed in refutations.		
	c. Refute counter-arguments.		

### General Rubric

Review Category <b>Curriculum Content Coverage</b>	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	<b>Less</b> than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		

Content is covered with appropriate depth.	The program provides 80% or more of the necessary depth needed for appropriate instruction.	The program provides 70% or less of the necessary depth needed for appropriate instruction.	The program provides 50% or less of the necessary depth needed for appropriate instruction.	The program lacks the necessary depth needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels	70% of the program provides appropriate accommodations for various developmental levels	50% of the program provides appropriate accommodations for various developmental levels acknowledging	There are few or no appropriate accommodations for various developmental levels with little		

	acknowledging prerequisite skills and knowledge.	acknowledging prerequisite skills and knowledge.	prerequisite skills and knowledge.	acknowledgment of needed prerequisite skills and knowledge.		
<b>Review Category</b> <b>Physical Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound	Teacher materials are adequately	Teacher materials have secure bindings	Teacher materials have inferior		

	and reinforced while staying open and flat for teaching.	hardbound while staying open and flat for teaching	but do not open and lay flat to facilitate teaching.	bindings but do lay flat to facilitate teaching.		
<b>Review Category Technology Qualities</b>	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
<b>Review Category Ancillary Materials</b>	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the	Program provides adequate student ancillary materials to enhance and supplement the	Program provides some student ancillary materials that are of limited value to supplement	The program provides no student ancillary materials or student ancillary materials are of		

	delivery of instruction.	delivery of instruction.	and enhance the delivery of instruction.	such poor quality and have little correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
<b>Review Category Assessment Materials</b>	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		
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Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
<b>Category Universal Access</b>	High Quality - 3	2	1	0	NA	Comments
Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

**I have reviewed the above program and recommend the following use: (Choose one category only.)**

- (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
  - (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
    - Materials could be used to support primary course instruction - **Tier I** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier II** of the **Utah Model for Instruction and Intervention**.
    - Materials could be used to support intervention instruction - **Tier III** of the **Utah Model for instruction and Intervention**.
  - (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
  - (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials.** Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_