09.ELA.9

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review
GRADE 2

WCSD 2018

Washoe County School District
Every Child, By Name And Face, To Graduation℠

™

Council of the Great City Schools

COMPONENT 1: TEXT COMPLEXITY

Assessing text complexity in the early grades begins in grade two. The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts—particularly anchor texts— WCSD is considering for adoption. Anchor texts are materials designed to serve as the central unifying tool for the development of reading comprehension. Reading materials, texts, and other materials in grade two need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English Learners, students who are performing at grade level, and advanced students). For student reading materials in grade two, refer to the Alignment Criteria for Foundational Skills *(4a – 4d of this document).*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text C1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.) p.37-62	K-6 Scope and Sequence in the Teacher's Resource System spiral book. Program has 10 Units with 10 knowledge strands on which the program revolves. Each 3 week unit focuses on a unit topic and an essential question which both relate back to the overall knowledge strand. The program provides "a cohesive K-6 framework for the development of content knowledge over time from K-6th grade. Each grade level builds on from prior years instruction. All components: read-alouds, Decodables, leveled text, readers theater in each 3 week unit immerse students deeply in the topic, expanding their academic knowledge and vocab. Great vertical alignment! There are Whole Group text, TExts for close reading, read aloud handbook and big books along with leveled text, reader's theater, e-books. There is a full digital component for teachers, partners and students. All books are accessed digitally for interactive boards. Digitally manage student progress, customize assignments, day-to-day lesson plans, full reporting platform for Ts - class data report, student data report, diagnostic report by standards, online assessments, item analysis reports, school wide reports and district-wide reports.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)	Close Reads/Read Alouds build students knowledge of topic. Various genres and complex text within and above the 2-3 band. Guided Teacher's instruction in the Read Aloud Handbook has in depth direction in Setting the stage, engage thinking, engaging students with the text, extend thinking questions. Example: Unit 8, page 86 "Where's The Water" read aloud. Engage Thinking: What is one problem caused by a drought? Turn to a partner and share your thoughts". Engaging with the text - Why does water likely have something to do with weather? If there's not enough water, what kinds of problems will that cause? The word wildfire is a compound word which means it's made up of two words. (Determine meaning). Other questions specifics for T type of questions such as: Determine text importance, Summarize/Synthesize. Passage also lists CCSS and each comes with a ELD - paraphrase to support comprehension sidebar. First Read, Multiple Close Reading are outlined in T manual. Students annotate each text and take margin notes as they read closely to find answers and evidence (Program Guide p. 5)	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades two through three-text complexity band, as well as texts that directly address the *Alignment Criteria for Foundational Skills* (4a-4d of this document). Read-aloud texts should measure above the grades two through three-text complexity band. p. 31 50% informational 50% literary Anchor Standards 1-10	A good mix of Literary, Informational within various genres: realistic fiction, social studies, fiction, science, rhythmic poetry, free verse poetry, fable, opinion, folktales, Read Alouds provide SS and NGSS as well as CCSS for each in the "Passage Matrix at the back of the Read Aloud Handbook.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Vocab is built up on throughout the grade with increasing complex text. Explicit Vocab instruction within each lesson. Ex: Unit 1, Week 1 Build vocab in "SMoke Jumpers": rough, parachute, gear - determine the meaning of words and phrases. Phonics & Word Study and Making Meaning With Words. Students complete the Making Meaning With Words glossary on the inside back cover of "Texts for Close REading.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak

OVERALL RATING: (●) 4) extensive evidence ( ) 3) sufficient evidence ( ) 2) some evidence ( ) 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):
This program provides very comprehensive texts both literature and informational that increases with complexity as the year goes. All components are aligned across the grade level and vertically to build students knowledge and increase comprehension. Academic vocabulary acquisition and grade level content vocab is addressed in each lesson and often connected throughout the topic.

COMPONENT 2: QUESTIONS AND TASKS

At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. Text-dependent questions that address the grade two standards will be described in greater depth in Alignment Criterion II.

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

Materials must reflect a wide range of text types and genres, as required by the standards. In grade two, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge and vocabulary built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a.The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in grade two. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests and are likely to foster independent reading.	Large range of materials both print and digital. Systematically builds knowledge through 10 units with aligned topics K-6 for vertical alignment that deepens content knowledge within and across grade levels throughout K-6. Both Aligned Topic Units and Essential Questions K-6. Example: Unit 4 - Knowledge Strand = Point of View: K - Writers Tell Many Stories/Why do people tell stories? 1 - Stories Have a Narrator/How do people create stories? 2 - Many Character,Many Points of Views/How can a story change depending on who tells it? 3- ComparingPoints of View/What makes people view the same experience in different ways?4 - Understanding Different Points of Views? What do we learn when we look at the work through the eyes of others/ 5 - Recognizing Author's Point of View/ How can other persp0ectives help us evaluate the world? Unit Topic sets provides multiple reads on a topic with scaffolds including specific ELL support.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1b. Text sets include a diverse range of high quality, culturally-responsive and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts. Text sets are connected to content.	Text sets are all aligned and connected to content. They come with "Write-In" features so students can use annotations to engage with the text as they are deepening their understanding,	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Stories, poems, and songs • Fables and folktales • Multiple versions of the same story by different authors or from different cultures	Very diverse - A good mix of Literary, Informational within various genres: realistic fiction, social studies, fiction, science, rhythmic poetry, free verse poetry, fable, opinion, folktales, Read Alouds provide SS and NGSS as well as CCSS for each in the "Passage Matrix at the back of the Read Aloud Handbook.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d.The range of informational texts include selections that: • Present historical events • Present scientific ideas or concepts • Describe technical procedures • Contain relevant visual representations of information • Contain at least two texts on the same topic • Contain various text features such as glossaries, indexes, and icons	Great range of texts - Government, Life Science, Technology and Society, History and Culture, Earth Science, Economics, Physical Science. Text contains text features captions, pictures, headings, diagrams, labels	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.	Every short read has Quantative and Qualitative Analysis listed in the Teachers Manual. The levels increase over the year.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ● 4) extensive evidence ○ 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):
Strong text dependent questions in all reading material: close reads (allows S to annotate, locate text evidence in the book!), Read-Alouds, Reader's Theatre, Decodables.

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language. Texts for grade two students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, "right there" types of questions (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Asking and answering questions about who, what, where, when, and why • Recounting stories and demonstrating an understanding of their central ideas, message, or lessons • Describing how characters respond to major events and challenges • Identifying the main topic of multi-paragraph informational texts as well as the focus of specific paragraphs • Making connections between historical events, scientific ideas, and technical procedures presented in a text	There are text evidence question cards for the leveled readers, text dependent questions throughout the small group reading, Close Reding has text-evidence questions aligned to DOK levels. Literature circles' trade books also have text dependent questions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Describing how words and phrases supply rhythm and meaning to stories, poems, and songs • Describing the overall structure of a story • Acknowledging the differences in characters' points of view • Determining the meaning of words and phrases in grade two reading selections • Identifying the main purpose of an informational text • Recognizing and using various text features (such as headings and glossaries) to locate information	Weeks 2 - 3 of each unit, students read extended complex text and find text evidence through modeling, guided practice. REading closely, students use consumable Close read books to annotate each text and take margin notes to find answers and evidence. Students also use text evidence in writing. - using key details to support an idea or opinion from a text they've read.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks that accompany the text require students to explicitly attend to the text, including, but not limited to: • Using illustrations and words to access information, explaining how specific images contribute to understanding • Describing the reasons authors use to support specific points in a text • Comparing and contrasting important points from two texts on the same topic, or two versions of the same story		● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ● 4) extensive evidence ○ 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade two, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what Students are reading, and materials are organized to elicit responses to sources in age-appropriate ways. This might include activities such as dictation or making pictures to express thoughts in addition to writing, with support from the teacher.	S write both short and extended writing activities each day. Daily explicit mini-lessons support writing to sources. Opportunities include "Show you knowledge tasks within reading mini lessons provide opportunities to write directly in response to reading to demonstrate understanding.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Opinion writing, in which students state an opinion and supply reasons that support the opinion, using linking words to connect opinion and reasons • Informative/explanatory writing, in which students introduce a topic and use facts and definitions to develop points • Narrative writing, in which students recount events with details to describe actions, thoughts, and feelings	Writing to sources Weeks of Instruction. Include daily mini-lessons that model planning, drafting, revising and editing a narrative, informative and opinion response to a promo, using evidence to write to sources. Program has a Opinon Unit of Study, Writing to Sources , and Language mini-lessons as part of the Writing and Language Handbook. 20 mini lessons are available with management and assessment tools.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3c. Reading materials can serve as models to explore writer's craft and support student production of grade-level opinion, informational, and narrative writing.	Program provides mentor text ex: Red Cross and UNICEF - Writing and Language Handbook. After reading, students are given a prompt "In your opinion which organization is more important? State clear reasons for your opinion and use evidence from both texts to support your response. Mini Lessons are also supplied: Writing to Informational Sources - State and Suport and Opinon Using Text Evidence. Lots of modeling and practice using close reads prior to independent practice. Ex: Writing to NArrative Sources: Rad and Analyze Source Texts p. 108 Read Closely to Find Details and Events - p. 76 REad and Evaluate an Opinion Text p. 16	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade two writing standards, including: • Focusing on a topic and strengthening writing as needed by revising and editing • Using a variety of digital tools to produce and publish writing, including in collaboration with peers	SEe previous section comments - The Writing and Language Handbook is very through!	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to participate in shared research and writing projects, including: • Recalling information from experiences • Gathering information from provided sources	There is a multimedia presentation where students write presentations related to the unit topic. They also write poetry and have a 3 week process writing unit that includes daily workshop mini lesson that model brainstorming, organizing ideas, conducting research, etc.	○ 4) extensive ◉ 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ○ 4) extensive evidence ◉ 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):
The Units are embedded with writing grounded in evidence from the text. Explicit writing lessons address Opinion writing over an extended time.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Effective foundational skills instruction in grade two includes explicit and systematic lessons and diagnostic support in concepts of print, the alphabetic principle, phonics, phonological awareness, vocabulary development and word recognition, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Building these foundational skills must be contextualized within the materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a.Materials provide teachers with guidance and support for explicit and systematic sequenced instruction of the grade two *Reading Standards for Foundational Skills*, including phonics, phonological awareness, letter recognition, word recognition, and reading fluency in a research-based and transparent progression.(Refer to CCSS, Appendix A for the research detailing the advancement of foundational reading skills.)	FS resources are skill-focused, sequential and systematic with a year long pacing guide. 10 units, 122 Lessons. There is a Reader's Theatre that follows the program topics and provides practice with building fluency and comprehension (20 readers theatre passages total). Decodables are black line masters that connect to topics: Unit 1: Government at Work; 2 - Characters FAcing Challenges, etc. There is also a Phonics and Word REcognition Intervention resource with additional lesson, black line masters and resources. There is a Phonic and Word Recognition Quick Check book The assessments are "designed to help you evaluate S awareness of phonic concepts and provide a tool for determining when it's appropriate to use intervention materials. There is also a FS Screeners Book which consists of quick tests For whole class focused on FS reading skills, including recognizing root words, identifying affixes, and recognizing sound patterns.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4b. Materials include a variety of opportunities that allow for systematic and frequent practice of all foundational skills through such features as engaging texts, games, digital materials, etc.	70 FS lessons in 10 Units. Align with Program Topics (ex: Government at Work, Plants and Animals in Their Habitats, Many characters, Many points of View, etc) Decodable Text include black line masters and "Phonics In Context" which are small, leveled books that align to Phonics skills of the week previously taught skills and word study practice. "Allows teachers to extend phonics and word study practice into an authentic reading context applying the skills students have previously learned during the explicit, systematic phonics mini lessons in the T. Resource System. These books have Lexile levels and genres listed on the back.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4c. Materials provide regular practice in encoding (spelling) and decoding (reading) the sound symbol relationships of English.	Daily phonic lessons provide practice with reading, writing phonic skills each day.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections Between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).	Daily mini lesson refer to phonics instruction and connect to previously learned phonics. Although the amount of time is short - only 15-20 minutes	○ 4) extensive ◉ 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ○ 4) extensive evidence ◉ 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):
FS Skills instruction is provided each day that is systematic and sequenced. However, the amount of time the program suggests for whole group phonics is not enough. FS is again addressed in Small group practice but this is with leveled readers that have phonics skills embedded. FS is also addressed using Decodables black line masters. So, overall, there is enough time spent if you are sure to include all to the FS components each day.

ALIGNMENT CRITERION V: LANGUAGE

The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, vocabulary, and knowledge gained in preceding grades (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a.There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade two are designed to help build student understanding and use of: • Nouns(including collective and irregular plural nouns) • Reflexive pronouns • The past tense of frequently occurring irregular verbs • Adjectives and adverbs • Complete simple and compound sentences • Commas in greetings and closings • Apostrophes to form contractions and possessives • Correct spelling, applying knowledge of spelling patterns in writing words • Capitalization of holidays and other proper nouns • Reference materials such as beginning dictionaries to check spellings	Language instruction is provided each day in the Topic Lesson with integrated ELD sidebar and daily student objectives: ex: I will be able to identify the smaller words that make up a compound word - use the meaning of smaller words to predict a compound word's meaning. There is a grammar Spelling and Vocab Teacher's edition activity book but it's not referenced in the Teacher's Resource System daily lesson plan. In the Unit Stategies and Skills at the front of the Teacher's manual, there is "Conventions of English" section that has a skill for each week: Expand Simple and Compound sentences, use of collective nouns	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.	Not found	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including: • Using sentence-level context clues to unlock the meaning of words • Using prefixes and roots as clues to the meaning of words • Using knowledge of the meaning of individual words to predict the meaning of compound words • Consulting glossaries or beginning dictionaries to determine the meaning of words		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
Vocabulary Acquisition and Use 5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ○ 4) extensive evidence ● 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness. If grade two students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts using grade-level vocabulary, and ask questions when they don't understand or need more clarification.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide an embedded/integrated language framework that guides student participation in academic conversations, including the ability to: • Agree on rules for discussion • Link ideas to the remarks of others • Recount key details from texts • Ask and answer questions to deepen understanding • Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Speaking and Listening - Each Unit has Week 1, 2, and 3 S&L focus: participate in collaborative conversations, recount or describe key details, ask and answer questions to gather information or clarity.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
6b. *Presentation of Knowledge and Ideas.* Materials include tasks that promote oral responses in a range of collaborative discussions, and support students with: • Telling a story or recounting an experience with relevant facts and details • Creating audio recordings or visual displays to add details • Speaking in complete, coherent sentences	Several tasks are throughout the program that call on S & L skills.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ○ 4) extensive evidence ● 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS

While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of ***all*** *grade two students, the materials must include supports for students to apply concepts of print, phonics, vocabulary development, syntax, and fluency in comprehending texts. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

Scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames • Repeated grammatical structures and language	In each lesson there is "Integraded ELD Support" ranging from light, moderate, substantial. The overview states " ELD takes a critical chunk of grade-level ELA content and amplifies it for the learner through pictures, labeling and explanations to scaffold meaning. Rigor is maintained for ELL. Amplify not simplify - texts for ELLs are excerpted and supported, not adapted. There is a separate large, spiral bound Teacher's Resource System book titled " English Language Development.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7b. The materials include student supports such as: • Multiple digital and media versions of texts • Illustrations • Graphs and charts • Maps and photographs • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur)	There is also a Spanish version of all the text, teacher materials, etc.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7c. The materials are designed to support teacher instruction by use of: • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text • Strategies to gradually increase difficulty as students' skills strengthen • Strategies to support student acquisition of knowledge supporting specific common core standards • Clear and detailed teacher directions and guidance for introducing new concepts and skills • Clear guidance for documenting student progress toward meeting grade-level standards		● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7d. The materials provide support for students with varying learning styles and modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).		● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7e. The materials include developmentally appropriate materials and instructional sequences specifically designed for students in the primary grades (such as role-play, songs, games, etc.).	Readers theatre and other group, role playing rhyming activities	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7f. The materials include assessments along with: • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release[1] • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind	Weekly and unit assessments Lots of gradual release references	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

OVERALL RATING: ○ 4) extensive evidence ● 3) sufficient evidence ○ 2) some evidence ○ 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

1 Gradual release: scaffolding of instruction so that students develop the ability to read and complete tasks and assignments independently and proficiently.