ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

26.ELA.9

WCSD 2018

Quality **Review**

GRADE K-1

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 kindergarten and grade one is more a qualitative than quantitative process. 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. While evaluations of text complexity formally begin with grade two, student reading materials, texts, and other materials in kindergarten and grade one 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).

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.)	Students drawings inferences about characters in the text on day 20 All texts chosen and written for the program to correlate with themes -- includes fables and fairy tales to build knowledge Wish there were more trade books to put in the hands of the students	○ 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.)	Yes -- this is done in read aloud format for the kinder students Wish there were more trade books and leveled readers in the hands of the students. students are engaged to think about the texts -- use modeled writing, and independent writing to apply thinking Shared readings are read multiple times	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts. For student reading materials in kindergarten and grade one, refer to the Alignment Criteria for Foundational Skills (4a-4d of this document).Read- aloud anchor texts should fall within or above the grades two through three text complexity band.	Good variety of texts across the units -- literary and informational to fit the theme of the units Shared readings incorporate skills practice to promote transfer of skills into 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):
Knowledge strands for the texts are vertically aligned across the grade levels.

Good variety of texts that cold be used for close reading

All texts have a purpose for the learning.

Texts at the beginning of the units for the read alouds have a Lexile and a qualitative analysis for meaning, structure, language conventions, and knowledge demands.

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 students' attention to the text they are reading. Text-dependent questions that address the kindergarten and grade one 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 kindergarten and grade one, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge 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 kindergarten and grade one. (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.	Poems, shared readings, read alouds Great questions to turn and talk to partners that build in DOK level -- who is the character? What does the character do? Why do you think the student in always late? Do you think he is a good student? Turn to your pattern and give reasons. All topics are vertically aligned across the grade levels Evokes of the whole group and small group texts	(●) 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.	Themes are appropriate across disciplines -- science, social students, ELA, technology, etc. Social students and science easily integrated with the NGSS (plants, animals, seasons & weather, forces in motion) Social stud ties could correlate with some of the new inquiries	( ) 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 poems and stories with relevant illustrations.	Gives a list of recommended trade books to add to the lessons Units include shard readings, poems, fictional & informational rad alouds, with 2 extended reads Small group leveled readers based off topic, decodable readers to practice phonics skills	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts include: • At least two selections on the same topic • Selections with various text features such as headings, tables of contents, glossaries, and illustrations	2 read alouds for each informational unit are informational Character focus theme had a variety of genres -- fables, realistic fiction, animal fantasy Unit3 life science -- wide variety of text sets for the topic Big books contain headings, captions, photos, bolded words, labels, glossary, index, table of contents. Read aloud book has essential questions	○ 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.	Leveled books to differentiate throughout the units (levels A - E) Read aloud Lexile levels vary - don't seem to build, random Small number of leveled readers to help with small groups Definitely not enough of a library to sustain guided reading or independent book buckets for read to self	○ 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):
Good variety of texts, related to topics being thought with a variety of fictional and informational text.
Text dependent questions

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 kindergarten and grade one 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 key details in the text • Retelling familiar stories, including key details • Identifying and describing characters, settings, and major events in a story • Identifying the main topic of a text • Describing the connection between two individuals, events, or ideas in a text	Questions are rooted into the text Use of visual text and discussions using multimedia videos Look at certain pages in the text to practice listening for a purpose, rebelling key details, characters. Author reasoning , main ideas, based off of NVACS Text evidence questions highlighted and stand out	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
2b. Craft and Structure. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meanings of unknown words and phrases in stories, poems, and informational texts • Recognizing and explaining the differences between common types of text both literary (such as storybooks and poems) and informational • Naming the author and illustrator and describing their roles in telling the story or presenting ideas • Recognizing and using various features in informational texts (such as headings or glossaries) to locate information	Unit 3 --- create an anchor chart that has the auhor's ideas and the authors reasons Sentence frames to bring in Vocab & oral language. Vocab practice seems to be embedded into the questions and think aloud. Unit 3 has in there scope and sequence to use context clues for Vocab -- used a mini-lesson for how this is done and then students practice using guided practice during an extended read lesson. Look at how illustrations and events are related in an informational text, mini-lesson on text features such as labels	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2c. Integration of Knowledge and Ideas. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Comparing and contrasting the experiences of characters in stories • Describing the key ideas conveyed in illustrations • Identifying reasons authors give to support points and the similarities between two texts on the same topic	Mini-lessons and anchor charts are created to attend carefully to the texts There is a purpose for each text, compare & contrast opportunities & mini-lesson included	◉ 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):
Very focused in the purpose of why the texts are chosen and being used
High quality questions that are text-dependent but also allow students to use higher level thinking
Opportunities to use 2 texts to compare
Anchor texts and anchor charts to guided learning & differentiate
ELD supports and sentence frames to model how to have discussions and answer questions.

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. In kindergarten and grade one, students perform age-appropriate writing tasks and assignments with support and guidance from the teacher. For details on text types and purposes, production and distribution of writing, research to build and present knowledge, and the range of writing in kindergarten and grade one, 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 a reorganized 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.	Writing is connected to texts being read loud Includes response writing for all types of writing. Oral responses to engage thinking before writing	● 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 introduce a topic or name a book, state an opinion, and supply a reason for the opinion (using a combination of drawing, dictating, and writing at the kindergarten level) • Informative/explanatory writing, in which students name a topic and supply facts about the topic (using a combination of drawing, dictating, and writing at the kindergarten level) • Narrative writing, in which students recount two or more appropriately sequenced events, including details about what happened (using a combination of drawing, dictating, and writing at the kindergarten level)	Students always talk about he text when responding to the questions Daily writing is a new question or prompt -- don't see writing across time in Unit 1 -- For example, Day 1 write a key detail, Day 2 write a rule, Day 3 write a narrative, day 4 write an opinion, day 5 write a comparison. Still need to supplement with a writing workshop where students are focused on a type of writing for a period of time, revision, editing, etc. strategies for developing own ideas and topics to write about Revision of above comment: Week 3 for some units does include some process writing. (Brainstorm, plan, draft, revise/edit Could easily integrate some of the writing strategies for planning across pages, anchor charts from Lucy Calkins UOS (approved supplement)	○ 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.	Not a lot of trade books are used to venture into author's craft Writing is mainly a response to reading and writing to sources for weeks 1 & 2 Mentor texts used in week 3 process writing -- day 1 engage in a book already read during the unit	○ 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 kindergarten and grade one writing standards, including: • Focusing on a topic, responding to questions from peers, and adding details to strengthen writing as needed • Exploring and starting to use a variety of digital tools to produce and publish writing, including in collaboration with peers	Starts with engaging thinking with a questions, then there is an oral discussion about het questions and how it relates to the text, then there is modeled writing or shared writing, then oral rehearsal for independent writing, and then independent writing, partner share at the end of the day There are opportunities for teachers to confer grammar is embedded Peers share their thinking with each other Did not see rubrics for peer editing/revision even though they got together to talk about ways to revise and make their writing better --very generalized	○ 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	Opportunities to share there writing with their peers Inquires are in the additional resources section	○ 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):
Overall has a strong writing component where students are practicing how to write to sources from a text dependent question
Has a component for process writing that occurs over the course of one week (wish it had more visual anchor charts & strategies)
Writing strategies & mini-lessons get more complex than as the units progress through the year

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Effective instruction on foundational skills in kindergarten and grade one 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 instruction of the kindergarten and grade one *Reading Standards for Foundational Skills* (CCSS), including concepts of print, phonological awareness, letter recognition, phonics, 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.)	Starts on day 1 with establishing routines -- listening skills, rhyming, cap Embedded skills into shared readings Systematic & explicit HFW word practice Blending practice starts in unit 1	(●) 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.	Appropriate grade level opportunities to practice skills -- movement, picture (alphabet) cards Shared writing Alphabet cards have great photos -- on the back includes an action rhyme to add movement & the correct way to articulate the sound, and an ELL focus for how the sound transfers to other languages Picture word cards Poems to practice finding letters/ sounds/ words Physical response activities to listen for phonemic awareness Picture sorts Activities to apply phonics & Vocab in context	( ) 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.	Encoding practice done with interactive writing & through the use of decodable readers Skills can be practiced in a text Blending practice starts in unit 1 with introduction of short a	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading emergent reader texts for kindergarten and grade-level texts for grade one 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).	Uses shred evading texts and big books to connect practice of foundational skills -- example. Informational writing at beginning of year is done in shared reading format -- put red dots under each word to practice CAP 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):

Balanced literacy components daily -- phonological awareness, shared reading, shared writing, independent reading, reader's workshop, read aloud, letter formation practice

Shared readings and decodable books help wth transfer of phonics skills to real text

Systematic and explicit

Daily phonological awareness

ELD supports

Decodable books also build meaning.

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 and knowledge (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 kindergarten and grade one are designed to help build student understanding and use of: • Upper- and lower-case letters • Question words • Recognition and use of end punctuation • Frequently occurring nouns in kindergarten, and common, proper, and possessive nouns by grade one • Frequently occurring verbs in kindergarten, and use of verbs to convey past, present, and future actions in grade one • Complete sentence in kindergarten, and compound declarative, interrogative, imperative, and exclamatory sentences in grade one • Capitalization of the first word in a sentence in kindergarten, and of dates and names of people in grade one • Correct spelling, by sounding out simple words phonetically in kindergarten and applying common spelling patterns to spell words in grade one Grade One • Regular plural nouns, with matching verbs • Personal, possessive, and indefinite pronouns • Conjunctions and determiners, such as articles or demonstratives • Frequently occurring adjectives	Upper.lower case practice starts day 1 with the shared reading of alphabet chart, Grammar lesson embedded into each unit using the texts already read aloud - allows for transfer and not just practicing isolated skills. Builds across the year in grammar skills Very developmentally appropriate. Has a language mini-lessons handbook. Grammar, spelling, & Vocab activity book for independent practice.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5b. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including: • Identifying new meanings for familiar words in kindergarten • Using sentence-level context clues to unlock the meaning of words in grade one • Using frequently occurring inflections and affixes as clues to the meaning of words • Using root words (such as look) and their inflectional forms (looks, looked, looking) in grade one	Additional resources has vocabulary routines for building Vocab. Language skills are in conjunction with the writing component	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
5c. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.	This is addressed in the scope and sequences of the units Found in Unit 6 Vocab lessons included throughout the week, words are chosen from the texts read	○ 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):
Language standards are addressed throughout the curriculum
Embedded into writing and the texts provided

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, as outlined in the standards. If kindergarten and grade one 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, 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 a frame that guides student participation in academic conversations by: • Agreeing on rules for discussion, taking turns speaking • Confirming understanding of texts read aloud • Asking and answering questions to clarify and gather information	Anchor charts for making t-charts -- example what does reading workshop look like Listening rules anchor chart Strong in establishing these routines right from the beginning	○ 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 in: • Describing people, places, things, and events • Using visual displays to add details • Speaking audibly and completing sentences	Oral language tasks for turning to par enters using vocal from the texts. Sentence frames are given for ELD learners -- has variations for light support, moderate support, and substantial support	○ 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):
Collaborative conversations and opprunitites for partner share evident throughout the curriculum
Rehearsing sentences prevalent
Lots of sentence frames and ELD supports

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*** *kindergarten and grade one 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 supports require 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	Sentence frames and ELD supports for the lessons Collaborative conversation ideas throughout the units Grammar practice embedded into the conversations & lesson through the oral language transition activities. Oral rehearsal added into writing	◉ 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)	Has an establishing routines section for the beginning of the year, includes anchor chart ideas (Listening habits) Supports and routines to set up workstations Include videos to watch that correlate with texts to engage in learning. Online-- has Heidi song, HFW songs, phonics practice games, leveled e-books that are interactive (reads and highlights words), can annotate over the books with highlighter, pen, text, a tab on the side opens a close reading notes page to model how to annotate the text Sound spelling cards are interactive and have an articulation video	○ 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 and 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	Very teacher friendly format that is consistent and builds in complexity across the year. Great overview at the beginning of each unit Suggested resources for bringing in trade books for interactive read loud component. Digital tools very easy to navigate Lesson plans link to interactive version of the shared reading book Whole group weekly presentations available, include the essential questions, launch videos, objective, graphic organizers	● 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).	Lots of opportunities to use visuals, movement, sentence frames Phonics & words recognition intervention manual.	○ 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.).	Very developmentally appropriate. Establish routines for 20 days so that the program can be implemented successfully Has readers theater to build fluency and comprehension E-pocket chart online resources & elkonin boxes online -- has a word bank, image bank, word parts, build cards	● 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	Confer and monitoring happens daily Includes a phonics and word recognition quick checks for assessment. Interim assessments to assess reading comp, Vocab, foundational skills Weekly & unit assessments. Online assessment and planning.	○ 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):

First unit easily integrates SEL
NGSS topics, Spanish version for TWI programs

Provides many different scaffolds for all types of learners,
Strong ELD component and separate manual to support texts being used. ELD textbook to support language development.

Very comprehensive program, balanced literacy components, very strong correlation to NVACS, text dependent questions, foundational skills is explicit and systematic. Activities developmentally appropriate and engaging

Amazing online digital e-books and components for interactive white boards!

Integration of Interdisciplinary Content Standards; Building Knowledge Systematically

THEMATIC	SPIRAL	NGSS	NVACSS	SEL	ELD
✔	☐	✔	✔	✔	✔

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