

# ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review  
GRADE 3 |

WCSD 2018



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



## COMPONENT 1: TEXT COMPLEXITY

*The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts WCSD is considering for adoption. To address the grade three standards, the submitted materials 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
<p><b>Literature and Informational Text</b></p> <p>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>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>C1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of <u>close</u> reading. (See exemplars in CCSS, Appendix B.)</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

<p>C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>C1d. Materials provide strategies for grade-level vocabulary acquisition.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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 three 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 three, 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
<p><b>Literature and Informational Text</b></p> <p>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. (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.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>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.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Fables, folktales, and myths from diverse cultures</li> <li>• Stories, drama, and poetry</li> <li>• Multiple stories by the same author</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>1d. The range of informational texts include selections that:</p> <ul style="list-style-type: none"> <li>• Present historical events</li> <li>• Describe technical procedures</li> <li>• Present scientific ideas or concepts</li> <li>• Contain relevant visual representations of information</li> <li>• Contain at least two texts on the same topic</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>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.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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 and domain-specific words and phrases. Text for grade three 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—and should also require the student to begin comparing texts, authors, and opinions (CCSS).*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p><b>Literature and Informational Text</b></p> <p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for answers</li> <li>• Recounting stories, including fables, folktales, and myths from diverse cultures</li> <li>• Determining the central message, theme, or idea of a text, recounting key supporting details</li> <li>• Describing the characters in a story and explaining how their actions contribute to the sequence of events</li> <li>• Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Determining the meaning of words and phrases used in a text, including general academic and domain-specific words, and distinguishing literal from nonliteral language</li> <li>• Referring to parts of stories, dramas, or poems, using terms such as chapter, scene, and stanza, and how the parts build on earlier sections</li> <li>• Distinguishing their own point of view from that of the author, narrator, or characters in a text</li> <li>• Using text features and search tools such as key words and side bars</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>2c. <i>Integration of Knowledge and Ideas</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the most important points and details presented in two texts on the same topic</li> <li>• Comparing and contrasting the themes, settings, and plots of stories</li> <li>• Explaining how specific aspects of a text's illustrations contribute to what is described in words</li> <li>• Using information gained from illustrations</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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 three, 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
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p> <ul style="list-style-type: none"> <li>• Writing opinion pieces on topics or texts, supporting a point of view with reasons</li> <li>• Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>• Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level narrative, informational, and opinion writing.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak



GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade three writing standards, including:</p> <ul style="list-style-type: none"> <li>• Producing writing in which the development and organization are appropriate to the task and purpose</li> <li>• Developing and strengthening writing by planning, revising, and editing</li> <li>• Using technology to produce and publish writing, as well as to interact and collaborate with others</li> </ul> <p>Materials should also guide the teaching of specific components of grade three writing standards 1-3 (See CCSS).</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including:</p> <ul style="list-style-type: none"> <li>• Recalling information from experiences</li> <li>• Gathering information from print and digital sources</li> <li>• Taking brief notes on sources and sorting evidence into provided categories</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

*Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, 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. Effective foundational skills instruction in grade three includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials.*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade three <i>Reading Standards for Foundational Skills</i>, including phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including:</p> <ul style="list-style-type: none"> <li>• Understanding grade-level vocabulary</li> <li>• Identifying and knowing the meaning of most common prefixes and derivational suffixes</li> <li>• Decoding words with common Latin suffixes</li> <li>• Understanding multisyllabic words in context and out of context</li> <li>• Reading grade-appropriate irregularly-spelled words</li> <li>• Self-correcting using word recognition skills and context to confirm understanding</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>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).</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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, knowledge, and vocabulary gained in preceding grades (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p><b>Conventions of Standard English</b></p> <p>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 three are designed to help build student understanding and use of:</p> <ul style="list-style-type: none"> <li>• Nouns (abstract, regular, and irregular)</li> <li>• Possessive pronouns</li> <li>• Regular and irregular verbs, and the simple verb tenses</li> <li>• Comparative and superlative adjectives and adverbs</li> <li>• Coordinating and subordinating conjunctions in writing compound and complex sentences</li> <li>• Commas (such as in addresses and with quotations in dialogue)</li> <li>• Correct spelling and capitalization, applying knowledge of spelling patterns and generalizations in writing words</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>Knowledge of Language</b></p> <p>5b. The materials support instruction on:</p> <ul style="list-style-type: none"> <li>• Choosing words and phrases for effect</li> <li>• Recognizing differences between the conventions of spoken and written English</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p><b>Vocabulary Acquisition and Use</b></p> <p>5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including:</p> <ul style="list-style-type: none"> <li>• Using sentence-level context clues to unlock the meaning of words</li> <li>• Using affixes and roots as clues to the meaning of words</li> <li>• Consulting glossaries or beginning dictionaries to determine the meaning of words</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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 grade three 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 (CCSS).*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework that guides student participation in academic conversations, including the ability to:</p> <ul style="list-style-type: none"> <li>• Come to a discussion prepared</li> <li>• Follow agreed upon rules/roles</li> <li>• Pose and respond to specific questions to clarify or follow up on information</li> <li>• Review key ideas and explain their own ideas</li> <li>• Differentiate between contexts for formal English and situations where informal discourse is appropriate</li> <li>• Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials provide a language framework for student planning of effective presentations, focusing on:</p> <ul style="list-style-type: none"> <li>• How to report on a topic using evidence to present findings from their research</li> <li>• How to tell a story or recount an experience</li> <li>• How to use appropriate facts and relevant details to support ideas</li> <li>• How to speak in complete sentences when appropriate to the task and situation</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

## 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 three students, the materials must include supports for students to comprehend texts at the grades three through five complexity band as required, and at the high end of this complexity band with scaffolding. 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 (CCSS).*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p> <ul style="list-style-type: none"> <li>• Academic language</li> <li>• Linguistic frames</li> <li>• Repeated grammatical structures and language</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>7b. The materials include student supports such as:</p> <ul style="list-style-type: none"> <li>• Multiple digital and media versions of texts</li> <li>• Illustrations</li> <li>• Graphs and charts</li> <li>• Maps and photographs</li> <li>• 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)</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak



GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>7c. The materials are designed to support teacher instruction by use of:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Strategies to gradually increase difficulty as students' comprehension skills strengthen</li> <li>• Strategies to support student acquisition of knowledge supporting specific common core standards</li> <li>• Clear and detailed teacher directions and guidance for introducing new concepts and skills</li> <li>• Clear guidance for documenting student progress toward meeting grade-level standards</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
<p>7e. The materials include assessments along with:</p> <ul style="list-style-type: none"> <li>• Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results</li> <li>• Opportunities for students to demonstrate their expertise through the use of performance tasks</li> <li>• Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps</li> <li>• Reading selections and questions that progress in a logical sequence for gradual release<sup>1</sup></li> <li>• Enrichment tasks for students who are on target for meeting grade-level expectations</li> <li>• Steps to take when evidence suggests that students are starting to fall behind</li> </ul>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<p><b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence</p>		
<p><b>SUMMARY STATEMENT (Explain why the materials received this overall rating):</b></p>		

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

# DECISION RECORDING SHEET

Completed by: \_\_\_\_\_

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

*Based on the substantial evidence collected and the analysis you have done as you reviewed these materials, complete the following form. Please add comments about what influenced your decision in each of the areas listed below.*

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
<b>Component 1: Text Complexity</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Component 2: Questions and Tasks</b>		<input type="checkbox"/> meets <input type="checkbox"/> does not meet
<b>Alignment Criterion I: Range and Quality of Texts</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Alignment Criterion II: Questions and Tasks Support Student Learning</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Alignment Criterion III: Writing to Sources and Research</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
<b>Alignment Criterion IV: Foundational Skills</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Alignment Criterion V: Language</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Alignment Criterion VI: Speaking and Listening</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>Alignment Criterion VII: Scaffolding and Supports</b>		<input type="checkbox"/> 4) extensive <input type="checkbox"/> 3) sufficient <input type="checkbox"/> 2) some <input type="checkbox"/> 1) weak
<b>OVERALL RATING:</b> <input type="checkbox"/> 4) extensive evidence <input type="checkbox"/> 3) sufficient evidence <input type="checkbox"/> 2) some evidence <input type="checkbox"/> 1) weak evidence		
<b>GENERAL COMMENTS:</b>          		

# ADOPTION COMMITTEE RECOMMENDATION FORM

*Based on the substantial evidence collected, please rank all the grade three materials you reviewed in the order in which you would recommend them for adoption. The program or materials with your highest recommendation should be listed as number one below. Please provide any comments you deem pertinent. Include answers to the following questions based on the evidence cited in your materials review:*

- **What are the top three strengths of this text?**
- **What areas need improvement?**
- **What additional supports would be needed to implement the textbook series or digital materials?**

RECOMMENDED	
PROGRAM NAME/EDITION:	COMMENTS:
1	
2	
3	

*continued >*

**NOT RECOMMENDED**

	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

Completed by: \_\_\_\_\_

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