ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

26.ELA.7

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.)	Does not seem to be a cohesive choice with a strong purpose for why texts were chosen	○ 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.)	Very simple questions for the read alouds, not worthy of close reading Main focus is making connections and answering low DOK level questions	○ 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.	Lots of big books for shared reading, Books for read alouds Most are fictional Not a lot of texts for students 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):
Anchor texts are not of the quality and richness that WCSD is looking for in a curriculum. They do not lend themselves to be used for high quality close readings and classroom discussions that promote higher level thinking. A lot of focus on text-to-self connections for comprehension. Did not see evidence of text dependence.

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.	Shared reading books are all fiction -- do not seem to have a coherent purpose to teach phonics, comprehension, low DOK level questions Making Meaning component --First 5 themes are fiction and narrative nonfiction. Themes 6 - 8 bring in nonfiction texts, is a listening component,	○ 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.	Some books seem to be high engaging trade books (If you Give a mouse a cookie) Others not very engage air culturally responsive Nonfiction books do not contain a lot of features to be used as an anchor text	○ 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.	Letter Name component -- High engaging Alphabet Books (trade books) Being a Reader -- 15 Big Books for shared reading, 8-12 students texts for small group reading, teachers have to find their own fiction and nonfiction books for some of the lessons Love the variety of trade books in the big book package	○ 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	Set 1 & 2 of leveled readers only contain 2 informational texts out of 12 titles Did not include text features All other nonfiction in sets 3 & 4 was narrative nonfiction with illustrations	○ 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.	Student books were very contrived and not very high interest Difficult to find meaning and use reading strategies beside decoding	○ 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):

Program appears to give us a lot of books -- trade Big Boks and read alouds for the Making Meaning component
Not a lot of high quality nonfiction books are included
Fiction books are not all very engaging.
Student readers are very weak
Questions are very low level DOK and a limited number of questions that mainly focus on text to self connections.
Did not see evidence of 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	Shared Reading books mostly fiction -- only a few questions, not identified with a DOK level (example: What is one thing you can do with your hands? What is around object you remember from the book?) Low DOK levels and not a lot of focus on comprehension strategies where students are attending to the text	○ 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	Not evident except in the Vocab manual. NOt embedded into the lessons when learning and reading the texts, done separately in isolation Not cohesive to where students could easily transfer and apply their learning	○ 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	Not evident in my review	○ 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):
Reading comprehension, citing textual evidence, higher level honking and discussions not evident

Does not build vocabulary within context In a meaningful way

Not a lot of questions, definitely not higher level or text dependent

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.	Texts for writing are different from the texts in the Being a Reader and Making Meaning components. Writing about the reading is not very high level Does have modeling Not a lot of actual writing strategies and anchor charts to guide students in their writing process and learning how to write across time	○ 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)	Questions are not text dependent First 3 units are narrative Unit 4 is informational Writing topics do not seem very engaging or enriching Unit 5 if poetry Unit 6 -- opinion	○ 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.	Has read alouds but not clear on the connection for using for author's craft to improve writing. -- mainly used for creating a topic	○ 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	Has lessons to move through the writing process. Not high quality lessons, very basic No rubrics for students to use Did not see peer edition Had a share time	○ 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	Not evident	○ 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):
Writing component was very separate from the other components
Used different texts from the reading component.
Questioning not high level or text dependent
Had the 3 types of writing
Topics were very guided and dry

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.)	Separate Learning Letter Names manual (20 Lessons, 10-15 min, begin week 3 of school) -- high engagement trade book alphabet book texts Interactive activities adding names on post its to alphabet book at beginning of year -- ideas for independent work stations to practice letter names - has class assessment records for taking formative information during the lessons Uses student names to introduce letters in Being a Reader Introduces HFW Phonological awareness component is woven into the shared readings -- not always daily, does not seem to progress in a systematic way Not explicit in its day to day lessons -- very hard to find which letter you are working one	○ 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.	Includes alphabet cards,m letter cards, upper.lowercase card, foam letters for independent practice Lots of alphabet trade books (big books and some in the Learning letter names component) Sound Spelling chart White boards Handwriting booklet - -very developmentally appropriate, starts with pre writing skills -- lines, circles, etc. Songs	○ 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.	Letter names still being taught in Week 4 Oral blending only in the small group manual. -- this is where sound instruction is evident.	○ 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).	This area did not stand out at all in the Being a Reader component All shared reading and independent work stations. Separate manual for small group reading -- Readers are decodable. Not marked with levels	○ 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):

Being a Reader component includes phonological awareness, word recognition , CAP, comprehension, noticing author's craft, oral fluency, capital/lowercase letter names, handwriting, and independent work

Very heavy on setting up independent work stations -- worry about engagement of students -- workshop models have students spending their time actually reading and writing and practicing skills modeled in mini-lessons

Found a lot of instruction for letter names and handwriting, had CAP and phonological awareness embedded into the shared reading lessons

Explicit letter sound lessons not evident

Shared Reading questioning not at a high level and not text dependent

Does not seem cohesive -- components are across 3 different manuals

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	Not evident in the components	○ 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	Had a separate vocabulary manual for the Making Meaning component. Taught in isolation Hard to see the connection and cohesiveness with the read alouds from the Making Meaning 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.	Not evident	○ 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):
Grammar and language standards not evident
Vocabulary instruction is weakly designed.

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	Being a Reader -- partner talk is the only conversation evident Turn and talk was main component -- not higher level for developing 21st century skills	○ 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	Not evident	○ 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 component was not very evident in my review
A lot of text to self discussion but not skills to develop the college and career readiness skills as outlined in our standards

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	ELL differentiation notes	○ 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)	Had online resources -- was not integrated into the lessons besides a few notes for ideas for adding technology Interactive white board activities	○ 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	Manual is very text heavy with no picture support. Clear directions for modeling Manuals very hard to navigate and see cohesiveness across the program	○ 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).	Sets up routine at the beginning Visual independent work anchor chart -- had pictures. Some ELL notes	○ 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.).	Songs in the Being a Reader component Magnetic letters for independent learning	○ 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	Comes with a separate assessment manual for each component Most assessment are done during whole group instruction as formative notes, and small group assessments Includes class assessment records and conference note pages Assessments look hard to navigate and implement --not realistic.	○ 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):

There are too many manuals to navigate -- Letter names, Being A Reader, Vocabulary, Making Meaning, Being a Writer -- not cohesive and seem to be very separate from each other

Low level in text dependence, citing evidence, and a differentiation component

Does not meet the needs of the rigor required for the NVACS

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.