08.ELA.7

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality **Review**

GRADE 5

WCSD 2018

Washoe County School District

Every Child, By Name And Face, To Graduation℠

Council of the Great City Schools

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 five 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
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.)	The texts aren't related to one another. It's more like a smorgasbord of interesting things... Texts range from reading on global warming to the novel Tuck Everlasting. There are several individual texts and class sets for each one would have to be ordered for teach teacher.	○ 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.)	The readings for kids are interesting and they vary. They are also relevant to current events. Some are worthy of close reading, and some are snapshot reads.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts at the high end of the grades three through five text complexity band.	The program is reliant upon read aloud and discussion.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
C1d. Materials provide strategies for grade-level vocabulary acquisition as well as differentiated strategies for all students.	This is more of a social emotional program under the guise of language arts. There are lots of EL supports, which is great. I could see this being used in an extended day setting, I.e. A more functional program for ELA during school, and an extended day program with reading, writing, and conversations being at the center. The students aren't actively engaging with literature here. The engagement with ELA is completely reliant upon watching the teacher engage with the text. The vocabulary words are defined, but there is no cross connection between disciplines.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
The students aren't directly interacting with the materials for a majority of the learning process. The student response book is vague and hard to navigate. The standards aren't addressed in the lessons.

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 five 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 five, 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 grade-level 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.	Students engage with one another more than they engage in the texts. The system is more of a social learning system. It isn't about increasing the reading.	○ 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.	The texts are diverse and interesting. The texts are culturally responsive. The books are great but the students can't access them. The lessons ask to use a class library. All teachers have something different with regards to that. I think this would be a great SEL program with a literacy focus.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Drama and poetry • Stories from various genres that invite exploration of the treatment of themes and topics	The texts are separated into fiction and non fiction. There is no classic literature, no non fiction history, and the stories are not from various genres. Rather, they are a collection of children's books that would be great for diverse representation of cultures and interests on a teacher's shelves, but not for teaching conventions, genres, or themes over a significant period of time.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
1d. The range of informational texts include selections that: • Present historical events • Present multiple accounts of the same event or topic • Provide technical information • Present scientific ideas or concepts • Contain relevant visual representations of information		○ 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.		○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

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

The readings are beautiful books but the students don't engage with them directly and thus do not have ownership over their reading. The focus of this program is not on meeting these standards, but approaching literacy in a social way to build community.

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. Texts for grade five 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
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: • Quoting from a text when explaining what the text says explicitly and making inferences • Summarizing text • Determining the theme of a story, drama, or poem from details in the text • Determining two or more main ideas of a text and how they are supported by key details • Comparing and contrasting two or more characters, settings, or events in a story or drama • Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts covered in informational texts	It's not there.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as figurative language • Explaining how a series of chapters, scenes, or stanzas fit together to form the overall structure of a story, drama, or poem • Comparing and contrasting the overall structure of two or more informational texts • Analyzing multiple accounts of the same event or topic, noting similarities and differences in point of view and describing how point of view influences how events are described	Students have to do this by listening and they write in a journal as well as interact with one another. They have to attend to the text, but minimally in comparison with the other things that they are expected.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Drawing information from multiple print or digital sources • Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text • Comparing and contrasting the treatment of similar themes, topics, and patterns of events • Comparing and contrasting stories in the same genre on their approaches to similar themes and topics • Explaining how an author uses reasons and evidence to support points • Integrating information from several texts on the same topic		○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

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

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade five, 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 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.	The writing assignments are collaborative for a large part. The students are free writing in journals. They connect the importance of writing to real world contexts by learning about published authors and discovering their works as a group.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Writing opinion pieces on topics or texts, supporting a point of view with reasons and information • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events	There is no explicit connection to standards in this curriculum. The lessons are spread out over a period of days to analyze as few as three vocabulary words. The types of writing are introduced and discussed, but they are not wholly represented in the texts provided. Writing is collaborative for the most part, leaving less room for individual student voice than individual writing assignments would.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
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 opinion, informational, and narrative writing.	The students aren't able to explore the texts at any length. The lessons ask teachers to collect books ahead of time individually, and the materials provided are varied and separate.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade five writing standards, including: • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills Materials should also guide the teaching of specific components of grade five writing standards 1-3 (See CCSS).	The curriculum is very hard to navigate with so many texts and with the reading being separate from the program itself. The standards not being explicitly present leaves it to the teacher to decide what lessons will address which standards.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Using several sources to investigate different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Summarizing or paraphrasing information in notes and finished work • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research	Some of the lessons provide collaborative research oppportunities.	○ 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):

If a teacher is open to looking at the standards alongside the texts and planning ahead of time to address those, then the materials can be used effectively. The individual student is not addressed with any regularity aside from the student journal. Most of the program is about collaborative reading and writing, leaving little room for individual student growth.

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 words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade five 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 (CCSS).

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 grade five *Reading Standards for Foundational Skills*, including instruction in 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.)		○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including: • Understanding grade-level vocabulary using an integrated approach (including affixes, multi-syllable words, etc.) • Understanding multisyllabic words in context and out of context • Self-correcting using word recognition skills and context clues, rereading text purposefully as needed		○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.	The texts are grade level and appropriate. The students can't have ownership because they are viewing the texts from a distance and in a group.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).	Group reading and direct instruction are the focus. There are some silent reading assignments and there are opportunities for students to choose their own texts, but they are not extensive.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
The standards are not directly addressed.

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
Conventions of Standard English 5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade five are designed to help build student understanding and use of: • Conjunctions (including correlative conjunctions), prepositions, and interjections, including knowing and explaining their function in a sentence • Correct verb tense, including perfect tenses, to convey various times, sequences, states, and conditions • Correct spelling of grade-level words • Commas to separate items in a series, separate an introductory phrase from the rest of a sentence, to indicate direct address, or to set off tag words or questions • Underlining, quotation marks, or italics to indicate titles	There's no word work and there's an emphasis on student's engagement with their own writing and with one another. The rubrics focus on student's attention to activities rather than mastery of the conventions.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
Knowledge of Language 5b. The materials support instruction on: • Expanding, combining, and reducing sentences • Comparing and contrasting the varieties of English dialects and registers used in stories, dramas, or poems		○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including: • Using context clues to unlock the meaning of words • Using Greek or Latin affixes and roots as clues to the meaning of words • Consulting reference materials to determine pronunciation or the meaning of words	There is a vocabulary resource but it is just lists of words. There is some vocabulary work in some of the lessons, but they are minimal and used more as a platform for class discussion.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.	There is some discussion of the nuances of word meanings but no extensive explanation of what this is, what this means, or relevance to the reading and writing journey.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
The focus of the program is collaboration and group discussion/understanding within a learning community that reading and writing are important skills for the real world. The details and individual learning journeys aren't the emphasis. Mastery of how to explore a dictionary, take apart a word, or understand types of words aren't present.

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness. If grade five 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
6a. *Comprehension and Collaboration.* Materials provide a language framework for student participation in academic conversations, including the ability to: • Come to a discussion prepared • Follow agreed upon rules/roles • Pose and respond to specific questions to clarify or follow up on information • Review key ideas and explain their own ideas • Differentiate between contexts for formal English and situations where informal discourse is appropriate • Use accurate, grade-appropriate general academic and domain-specific words and phrases	This is the basis for the program. Each lesson is planned around and focused on building these skills.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6b. *Presentation of Knowledge and Ideas.* Materials provide a language framework for student planning of effective presentations, focusing on: • How to report on a topic or text using evidence to present findings from research • How to present an opinion • How to sequence ideas logically • How to use appropriate facts and relevant details to support ideas • How to use descriptive details to support main ideas or themes • How to use multimedia components • How to adapt speech to a variety of audiences	Awareness of one's learning community and one's part in that community as a learner and a helper are emphasized in this program. The lessons include many teacher led discussions and student centered conversations about how to focus on and effectively utilized the planning of effective presentations with the guiding standards listed in 6b.	◉ 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):
Speaking and listening skills are essential for this program. The materials and lessons are built around and focused on student growth in these areas.

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 five students, the materials must include supports for students to comprehend text at the high end of the grades three through five text complexity band. 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. These assessments should provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

It is important to note that 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
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames for student talk and writing • Repeated grammatical structures and language	The texts promote differentiated instruction and conversations about texts, but they support social learning and communal understanding more than they support academic language and repeated grammatical structures and language. Linguistic frames for student talk and writing are presented in the writing lessons, but they stem from accountable talk and the social construct of a classroom.	○ 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 (i.e., where, when, and how key events occur)	There are digital resources available, and the readings that students experience through direct instruction are texts with lots of pictures. Lessons using class libraries or teacher selected texts would vary regarding the visuals, depending on what teachers and students chose. There are many illustrations and little to no graphs, charts, or maps.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7c. The materials are designed to support teacher instruction by use of: • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text • Strategies to gradually increase difficulty as students' comprehension 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	The instructions are clear and there are details about how to provide supports for different learners. There are lots of tips for how to support EL's in these lessons. The lessons are paced out by days, allowing us to plan accordingly. The program is not clearly aligned to standards and objectives. There isn't a focus on increasing difficulty. There is clear guidance for documenting student progress, but it's not directly linked to student progress toward meeting grade level standards.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
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).	There are various print sources as well as digital sources for each week.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7e. 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	This area is addressed by the text predicting what students may say or do in a lesson. Based on the script, the program gives teacher a few options for how they may direct the student. There is a variety of texts which are at different levels of challenge/difficulty, but they are not presented in a progressive or logical sequence.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
The basics are there but not aligned to standards. Frames are provided but not explored to mastery. Students are assessed but the focus is on ability to learn in a community. Writing is analyzed but explored and discussed collaboratively. Student responses are predicted and scripted, and lesson pacing centers around what students "might" say or do.

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