08.ELA.6

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.)	Example 1: Unit 1, Lesson 2, Strong Verbs and Adjectives: The lesson connects to the reader, where the verbs are adjectives are in bold text. The students are also working through a writing assignment for personal narrative where they are given directions to include strong verbs and adjectives, then take them out of the text in order to analyze and discuss them. Example 2: Unit 9/Chemical Matter does an amazing job of integrating writing styles and stories into scientific writing about chemistry and chemical processes. Students are connecting to characters in the reader, they are building writing skills for informative, narrative, opinion, and persuasive writing, and they are learning the science. Awesome!	● 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 student readers are consistent in that domain specific and grade level vocabulary which may be new to students, as well as more challenging words, in bold text. The activity books and writing assignments provide "reinforcements" for one another (reteaching, paralleled assignments, relevant texts to analyze and discuss) for writing, grammar mechanics, and reading challenging texts. All materials are aligned to standards. Literature that students ought to be exposed to, such as the Adventures of Don Quixote and A Midsummer NIght's Dream, are included in the program.	● 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.	There's a delightful blend of science, classic literature, story telling, non fictional narrative, and history.	◉ 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.	There is a lot of grade-level vocabulary acquisition for students, and there are extensions for the lessons. With regards to differentiation for lower level readers... Teachers would have to rely upon partner reading or line numbering. The workbooks are good for differentiating... The writing assignments too... In my opinion. There would likely be site and teacher discussions about what's expected for completion of assignments... But that's inevitable with any curriculum.	○ 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 texts include grade level, below grade level, and above grade level reading. The texts emphasize the importance of grammar mechanics which are being taught in each unit. The materials are interdisciplinary.

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.	The variety of topics is extensive, and the program allows students to be exposed to new things consistently throughout the year. Each unit in the program provides opportunities for discussion, questioning, and learning experience. I love the strong connection to cultural history in more than one place in the world. It gives kids a lot to think about. The pictures are gorgeous. The online options for looking at the texts and images can be powerful too. The materials are fun for DBQ or Zoom.	● 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.	There is a lot of information on Renaissance history as well as industry, exposing students to European history that is pre Revolution, allowing them to expand their awareness and give them a broader context for history before high school. This is great, and it's something we really need in elementary school. There is a beautiful text on ancient civilizations, which opens a lot of doors for conversations and learning about ancient history and the timeline of human existence. It really provides an eye opening platform for students. The unit on Native Americans is also really wonderful and provides a lot of opportunities for students to increase their awareness of history, their place in it, and the world around them. The program is lacking in African American presence in literature and society. I would like to see more of that. It would also be great to have more information about Greece and the Middle Eastern countries alongside the Renaissance lessons... It would help students to make connections in a broader context. Even so, the units are much more culturally diverse and aware than what I've seen out there so far.	○ 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	Lots of opportunities to connect more poetry with the MIdsummer Nigh's unit. The texts throughout the rest of the program are diverse... Exploring many cultures, perspectives, and experiences...coming from many genres.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d. Therangeofinformationaltexts 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	Great visuals, lots of historical representation, great presentation that's really kid friendly about scientific ideas or concepts... Super visuals... The multiple accounts of the same event/topic are lacking... This would be up to the teacher to provide other resources for comparison/contrast and/or to consciously connect the student's writing as one of multiple accounts of a same event or topic. The program does provide opportunities for this, as the students rate one another using rubrics when they present what they have written.	○ 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.	The students make a connection to the format of the program early on with personal narratives, then build into history with cultural relevance, and the most difficult concepts are presented last, with Shakespeare and chemistry.	● 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 range and quality of texts is consistently: engaging, relevant, challenging, important, interesting for 5th graders, and visually appealing. If we adopted this program, we'd be providing kids with a lot that we aren't now as a whole group. Some teachers may supplement with these types of materials, but there's no overall presentation of this range of ideas, information, and literature currently in use.

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	The readers and activity books are solid in this area. They are aligned to one another lesson by lesson and they depend on one another for completion of assignments in the activity book.	● 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	Again, the activity book is dependent upon the reader for the lessons. For example, chapter five of unit 2, "Aztec City on the Water's Edge" is linked to a lesson in the activity book with the same title. In the activity, the student have to refer to the text to link ideas in correct order about building, to determine the meaning of a domain vocabulary word, and to place phrases from the reading onto a timeline. The lesson also requires students to compare and contrast two cultures, take words apart, match words with definitions, and include information from the text. Each activity book has lessons like this, and they are aligned to/ dependent upon the reading. The point of view piece is used throughout, but multiple accounts of the same event are not overtly addressed in the majority of the activities; though these connections are easily made when using the materials for Shakespeare, Don Quixote, The Reformation, and the Ancient Civs.	○ 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	Students work with multiple sources. Students are continuously directed to go back and forth between sources to find answers. The text is beautifully laid out with lots of images. The activities are well organized and easy to 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):

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 I/We/You format is used in the writing assignments, which are both short and long term. Writing is connected to the readings and tasks which are presented in the Amplify units, but there are also connections to texts within the writing portfolio portion of Amplify. For example, when introducing narrative writing, there is a sample narrative text provided in the lesson that the students read through and analyze as they learn the foundations needed for writing narrative texts. The writing studio units are paralleled with the units taught in the amplify program. For example, Unit One of Amplify is Personal Narratives; and Unit Six of the Amplify Writing Program is Narrative Writing. It would be easy for teachers to connect the writing lessons to what students are studying in the core knowledge; but they could also use the writing program with other texts that they use in class, causing the writing lessons to be easily adapted into interdisciplinary lessons in writing. This is a great way to address writing routinely over shorter and extended time frames.	● 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	The writing studio program addresses the types of writing that must be taught in the fifth grade. Each type of writing is separated into its own unit. The common core standards are noted at the beginning of each writing less, and the lessons are paces out by using minutes, which makes the program easy to plan into periods, days, and weeks of writing.	● 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 reading materials in all sections of the program are dense with vocabulary that can be applied across all subjects. The units themselves address literature, social studies, and science. It's a great way to introduce ELA standards further across disciplines. The reading materials are aesthetically pleasing and the print is easy to read. There are myriad opportunities in the readers, the activity books, and the writing lessons to learn about, analyze, and produce the types of writing; as well as to explore the craft of writing.	● 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).	Writing materials are aligned to standards in both the writing studio and the activity books. Assigning the integration of technology to present writing is easily done.	● 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	This is minimally addressed in the program and would mostly be left for teachers to assign.	○ 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):

Research projects and using several sources to investigate topics is a big part of 5th grade. This part of reading and writing would have to be assigned independently using these texts OR using other parts of the 5th grade curriculum.

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.)	Standards are addressed throughout the curriculum and listed at the beginning of each lesson in the teacher guide for the reader/ activity book AND the writing studio.	(●) 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	The activity books cover this. It's nice because we wouldn't need a supplement for grammar mechanics.	(●) 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 daily activities in connection with the readings allow for regular attention to and work in this area.	◉ 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).	Frequent connections between foundational skills and text dependent/text specific questions..more infrequent with acquisition of foundational skills connecting to accessing the meaning of texts. This is present but not overtly.	○ 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 activity books coincide with the reading on a daily basis. This alleviates the concern teachers may have that they covered writing but not grammar, grammar but not writing, vocabulary but not reading...etc. The writing program is engaging and fun. It looks user friendly and the standards are there...another relief for teachers.

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	This is covered in the activity books, which are assigned with each unit. There are also ample opportunities for reiterating the conventions in the writing studio. There are some specific lessons about conventions in the writing studio as well.	● 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	The program isn't heavy on comparing and contrasting the varieties of English dialects, but everything else is there.	○ 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	The materials with regards to this standard are more student led. The materials provide the information that students need to know, but the guided instruction is usually around 5 minutes, after which the students work independently on filling in the work.	○ 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.	This is presented covertly and the students would need guidance from the teacher on understanding these concepts.	○ 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 activity book covers all that students need to know about conventions, but there is a possibility that they wouldn't make the deeper connection and just start filling in the blanks to get the work done.

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	Accountable talk and classroom norms are not addressed in the program and would have to pre exist in the classroom.	○ 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	Variety of audiences isn't addressed at length. Opinion and reporting are there, but research isn't addressed at length. Teachers would be able to use this resource for such assignments, but would have to brainstorm on their own for how and for what else to include.	○ 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 is awesome material here for discussion and Socratic seminar, but it isn't the drive of the program.

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 readers are grade level with some challenging sections of text. The writing studio provides scaffolding. The instructional conversations about understanding academic language are scripted in the manual and provide solid groundwork for the kids. There are linguistic frames for writing but not for talk. The texts do not promote differentiated instruction with reading, but the writing and the activities do.	○ 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 mostly multiple media versions... This program isn't heavily reliant upon the digital media. Teachers can pull the reading and lessons up onto their SmartBoard if they have one, but the student's readers and activity books are hard copy. In my opinion, this is what they need. We need to encourage engaging with hard copy media. This encourages engagement with one another as well as with the material.	● 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 teacher manuals are some of the most user friendly I've seen. The pacing is clear, the standards are there, the scripts are there until you get comfortable, questions for engaging kids and checking for understanding are part of the scripts and lessons... It's great for newer teachers as well as for seasoned teachers looking for something new.	● 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).	The program is mostly dependent on engaging with the texts and paper/pencil assignments.	○ 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	The curriculum expects students to follow along and keep up. Ideas for support are provided, but you lose time in the lesson.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
This program isn't overtly provisional of differentiation. It provides activities for bridging, expanding, and EL students, but the time allotted doesn't change. If the provisions were built into the lesson instead of a sidebar, then the teacher could break up the groups and give the different versions of the assignment right away instead of as an afterthought. This would be especially helpful at the beginning of the year, before the teacher knows the students. As the year progresses, planning will become easier.

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