ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

03.ELA.6

WCSD 2018

Quality Review
GRADE 4

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 four 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 consider a range of student interests and are all high quality published pieces.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1b. As well as, texts that contain rich content, ideas and academic language worthy of close reading.	Yes, the texts fall between a Lexile range of 770-1100, the grade 4 standards Lexile range start at a 640, so the CK texts start a little above the starting range of grade 4.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.	Yes, the read aloud portion provides nice scaffolding for all different types of learners. The grade 4 band starts at a 640, but Core Knowledge readers range from 770 to the end of the grade band.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
C1d. Materials provide strategies for grade-level vocabulary acquisition.	Yes. Throughout the read aloud/ close read their are tier 1, 2, and 3 words. There are definitions provided and word work.	(●) 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 materials range and have a balance of F and NF texts at a Lexile range of 770-1100. The texts are all high quality pieces. The texts also meet CCSS Publisher's criteria guidelines which represent diverse cultures.

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 four 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 four, 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 interest, and are likely to foster independent reading.	There are digital resources included for each domain that connect to much of the lessons.Teachers are given several opportunities to model oral reading, but students are not given as many.	○ 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.	CCSS Publisher's Guidelines approve that CK exposes students to experiences and individuals who come from diverse cultures and groups.	● 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: • Stories, drama, prose, and poetry • Stories, myths, and traditional literature from diverse cultures	Yes. Many can be found in the personal narrative section. Myths and diverse cultures are also included in Geology domain. These are just some examples of diverse cultures found throughout the domains.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts includes elections that: • Present historical events • Describe technical procedures • Present scientific ideas or concepts • Contain at least two texts on the same topic • Present first and secondhand accounts of the same event or topic • Contain relevant visual representations of information	Yes, come about in each domain. Read aloud or students read silently and then read in partners. There are text sets and they build upon one another. In geology it has a NF read about different concepts and myths attached.	◉ 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.	Yes, but lacks in fluency. There is a fluency resource that comes up in Unit 3, but fluency could be stronger. The read aloud so also allow teachers the opportunity to model oral reading, but not as many opportunities are given to students.	○ 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 a range of high quality texts within in each domain of Core Knowledge. Example, Geology includes NF texts introducing new concepts about the Earth and how it is formed and also connects myths and legends as well. Personal Narratives uses sever different memoir's and biographies. All of the texts are high quality and have been published before the program was created. The texts support diversity and different groups of people.

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language and domain-specific words and phrases. Text for grade four 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 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: • Referring to details and examples in a text when explaining what the text says and when making inferences • Summarizing text • Determining the theme of a story or main idea of a text from key details • Describing characters, settings, or events in depth • Explaining events, procedures, ideas, or concepts covered in historical, scientific, or technical reading selections, including what happened and why	Many comprehension questions throughout each reading require students to cite their evidence. It also supports having students pull evidence to support their conclusions they are making. Personal Narratives- What evidence supports each character trait Talks about which lines from the text support main ideas In many of the activity pages the students are required to attend to the text directly in order to complete the activity page successfully.	● 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 those that allude to significant characters found in mythology (such as *Herculean*) • Explaining the differences between drama, prose, and poetry • Describing the overall structure of a text or structural elements of poems and drama • Comparing and contrasting the point of view from which different stories are narrated, including first- and second-hand accounts of the same event or topic, or first- and third-person narrations of a story	Yes, most activity pages require students to attend directly to the text by providing lines from the text/ text evidence to support their reasoning or answers. There is word work and throughout the text-dependent questions high level academic vocabulary are bolded and students are prompted to use context clues to help them understand the meaning of the word.	◉ 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: • Explaining how an author uses reasons and evidence to support points • Making connections between the text of a story or a drama and prose • Interpreting information presented visually, orally, or quantitatively • Comparing and contrasting the treatment of similar themes, topics, and patterns of events in literature • Integrating information from two texts on the same topic	There are text-dependent questions for each assignment. The text-dependent questions lead students to the culminating task or activities they must complete. Many of the writing tasks require students to use multiple resources from what they have read in the unit to support their reasoning.	◉ 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 questions are crafted so that students must use text evidence to support their thinking and conclusions they have come up with. The questioning throughout each reading helps students have background knowledge in order to complete several concept activities successfully. The questions also prepare students for their culminating writing task.

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 four, 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.	Yes! Students must use resources they have read in each unit to perform the writing task. The writing task builds within the unit, so part of the writing task may start in lesson 2 of the unit, but then is revisited in lessons 5 and 6 of the unit. The culminating task is split into portions throughout the unit and then by the end of the unit the students must complete the larger portion of the task, but they have tons of materials and background knowledge that were built within the unit.	● 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	Yes, the questions directly connect to the writing and understanding how to answer the writing prompt.	● 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.	Yes. Core knowledge provides student samples within lessons that students must evaluate. Students are given the opportunity to work with student writing samples within different lessons of the unit and by the end students have a good idea of quality writing in the genre they have been working with. Students also have the resources to refer back to as they complete their own 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 four 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, and editing • Using technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills • Graphic organizers, chart, etc. to aid in explicit teacher instruction Materials should also guide the teaching of specific components of grade four writing standards 1-3 (See CCSS).	Yes. Mini-lessons that meet several learners needs are built within each unit. There are graphic organizers and note takers that teacher may uses to teach the writing along with student samples they may show their student or for their own reference.	◉ 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: • Investigating different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Taking notes and categorizing information • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research	Yes, students are required to use multiple sources within their writing and the writing is flexible to where students may choose specific topics to conduct different genres of writing. They may use different sources than their peers to complete their culminating task.	◉ 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):
All units require writing, speaking, and listening. Strongest part of the curriculum. Students are provided with text-dependent questions that prepare them for their writing culminating tasks. Students are also given several opportunities to work on writing throughout the unit along with peer editing. Students are given specific graphic organizers and supports to help with their writing process.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade four 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 four *Reading Standards for Foundational Skills* by providing 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.)	Yes, there is a morphology section with a mini-lesson and then practice that uses the content students are working with. Charts are provided in the digital resource or the teacher guide explains to the teacher how to create a specific chart for the word analysis, word work, or morphology lesson.	● 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 • Developing fluency with grade-level regular and irregular spelling patterns • Spelling patterns and morphology	Yes, there is practice built that pairs with the content students are working with. Then during writing students have different requirements that they must meet using knowledge and skills from morphology.	● 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.	There are lessons that meet the standards and there is a lesson for each, but the lessons and practice are not very explicit.	○ 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).	There is practice, but the information of the lesson and practice is not very explicit.	○ 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 skills and practice are in each lesson, but the explicit instruction and practice of each concept is not there. Teachers would need to be creative and find more practice for their students or other resources to teach the skill more explicitly.

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 four are designed to help build student understanding and use of: • Relative pronouns • Progressive verb tenses • Modal auxiliaries such as *can*, *may*, or *must* to convey various conditions • Correct ordering of adjectives within sentences • Prepositional phrases • Complete sentences and editing fragments and run-ons • Correct spelling and capitalization • Commas and quotation marks to mark direct speech or quotations • Commas before a coordinating conjunction in a compound sentence	Yes, students are taught the concepts, but not much time is spent on them. Students do have time to practice the concepts within their writing.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on: • Choosing words and phrases to convey ideas precisely • Choosing punctuation for effect • Differentiating between contexts that call for formal and informal English	Yes, there is a word work section, but again instruction is not explicit. There is practice, but some of the practice is out of context.	○ 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	Yes, but there is little practice. Some units contain multiple opportunities for students to practice concepts and other units don't, which assumes that the students' have mastered the concept.	○ 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.	Yes, but there is inconsistent supports for students due to the fact that there are more opportunities given in different units than others.	○ 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 practice and opportunities, but there is inconsistency because some units have more practice and opportunities to work with the concepts than others. These opportunities are not built where they are building student independence, they are spread out through units instead of building.

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 four 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 • Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases	Yes, students must come prepared for the discussion during the read aloud. Throughout the read aloud there are comprehension/text-dependent questions that require students to discuss in small groups and partners. Students must be able to support their inferences using evidence. The read aloud provides lots of opportunities for students to discuss as well as the vocabulary activities.	◉ 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 using evidence to present findings from their research • How to tell a story or recount an experience in an organized manner • How to use appropriate facts and relevant details to support main ideas and themes • How to speak in complete sentences when appropriate to the task and situation clearly and at an acceptable pace • How to differentiate between contexts for formal English and situations where informal discourse is appropriate	Yes, it depends on the culminating task and genre of writing students are focusing on. Students do lots of peer editing and assessing throughout the units backing up different inferences and claims them may have.	○ 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 read aloud portion provides students with several opportunities through each reading to have discussions with their peers and defend/ support their claims. There are opportunities for presentations throughout the culminating tasks. Students are also peer editing and assessing one another's work.

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 four students, the materials must include supports for students to comprehend texts at the grades three through five-complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.

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	Yes, throughout the read aloud there are several comprehension questions about different structures of the reading. There is flexibility for the teacher in how she leads the read alouds based on student needs. The foundational skills and language lack in resources for multiple opportunities for practice.	○ 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 is lots of student support found on the digital resource of CK. There are visuals, graphic organizers, note takers, sample work, photographs, maps. All students can find these in their readers.	● 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	There is explicit instruction for the teacher. There are helpful hints, multiple resources, charts. There is student sample work the teacher can refer to or show students if needed. There are rubrics the teacher can use to document whether students are approaching, meeting, or exceeding standards. There are also formative assessments, spelling assessments, performance tasks, and culminating tasks. There are also mid-point checks.	● 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).	Yes, there is a digital source that the teacher can use throughout lessons, different graphic organizers, word charts, posters.	● 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	There are rubrics the teacher can use to document whether students are approaching, meeting, or exceeding standards. There are also formative assessments, spelling assessments, performance tasks, and culminating tasks. There are also mid-point checks.	◉ 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 resources is very teacher friendly. There is explicit instruction for the teacher. There are helpful hints, multiple resources, charts. There is student sample work the teacher can refer to or show students if needed. There are rubrics the teacher can use to document whether students are approaching, meeting, or exceeding standards. There are also formative assessments, spelling assessments, performance tasks, and culminating tasks. There are also mid-point checks.

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