ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review
GRADE 2

WCSD 2018

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

™

Council of the Great City Schools

COMPONENT 1: TEXT COMPLEXITY

Assessing text complexity in the early grades begins in grade two. The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts—particularly anchor texts— WCSD is considering for adoption. Anchor texts are materials designed to serve as the central unifying tool for the development of reading comprehension. Reading materials, texts, and other materials in grade two 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). For student reading materials in grade two, refer to the Alignment Criteria for Foundational Skills *(4a – 4d of this document).*

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.) p.37-62	CKLA has 2 instructional strands: The knowledge strand and the Skills Strand. Based on the premise that students cannot critically examine a text if they cannot decode its words. Meanwhile, if mental energy is devoted to decoding, it's difficult to simultaneously evaluate the meaning of the text. CKLA features decodable readers in the Skills Strand and complex Read-Alouds text in the Knoeldge Strand to address both.The program is based strongly on research that shows fluent decoding, a large vocab (including academic vocab), and broad knowledge are essential to reading comprehension and literacy. Underlying philosophy that is that effective ELA instruction meets students' needs best by heeding two essential findings from cognitive science: decoding and encoding use become automatic and fluent and broad background knowledge and vocab are essential to comprehension. . Designed around the 4 principals of instruction: Explicit inst. is necessary for automatic and effortless decoding 2: Background knowledge is essential to strong comp. 3: Vocab learning is most efficient when it's contextual iced, content-based and constant. 4: Good inst. supports the connection between oral and written language. The Lexile levels range from 430-660 for the Text that students read. Read alouds are 780-1660.	● 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 read alouds expose students to daily complex text that are carefully sequenced (knowledge strand), coherent, systematically ordered. Multiple exposures to words and ideas at a level higher that what S can read on their own. Regular inst with complex text, strong exposure to academic voc, decodable student readers, read-aloud text with explicit structured, teacher-led discussions. Read-Aloud text are organized around specific content domains - Research shows S listening comp outpaces their reading comp in the early years the CKLA reading Aloud text is well above the students' decoding ability, allowing students to hear rich content with academic and domain vocabulary. Instruction around the Read Alouds help S use text to exten their knowledge base (comprehension), allows them to hear complex syntax modeled regularly, and provides a strong base for close reading and text-based responses.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades two through three-text complexity band, as well as texts that directly address the *Alignment Criteria for Foundational Skills* (4a-4d of this document). Read-aloud texts should measure above the grades two through three-text complexity band. p. 31 50% informational 50% literary Anchor Standards 1-10	Text do increase in complexity throughout the year. There are 9 literary text and 12 informational text used throughout the 4 modules. All are within or above the 2-3 text complexity bands (read-alouds are generally above, while readers are within)	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Vocab build on with each module - for instance, in the beginning domain Fairy Tales and Tall Tales has corresponding language, foundational skills, knowledge/comprehension, speaking and listing and writing components that connect the content and vocabulary. Each domain builds on the previous - for instance in The Ancient Greek Civilization domain students learn about the beginning of democracy and rights - these ideas are woven throughout in The War of 1812, Westward Expansion, The US Civil War, Immigration and Fighting for a Cause. Ideas are revisited and build upon throughout the entire 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 overall rating is extensive because CKLA is cohesive and provides rich, complex text (both quantitative and qualitative) both in read aloud and student readers that build vocabulary and knowledge across the ELA Standards: Speaking and Listening, Writing, Comprehension, Foundational Skills. The program is based heavily on current research around building knowledge and building strong foundational skills.

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 two 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 two, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge and vocabulary built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a.The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in grade two. (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 range of materials intentionally builds students knowledge and vocab throughout the domains. The domains are informational heavy content but do provide poems, literary and non-fiction text that build knowledge of the content. Vocab build on with each module - for instance, in the beginning domain Fairy Tales and Tall Tales has corresponding language, foundational skills, knowledge/comprehension, speaking and listing and writing components that connect the content and vocabulary. Each domain builds on the previous - for instance in The Ancient Greek Civilization domain students learn about the beginning of democracy and rights - these ideas are woven throughout in The War of 1812, Westward Expansion, The US Civil War, Immigration and Fighting for a Cause. Ideas are revisited and build upon throughout the entire year.	● 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. Text sets are connected to content.	The text are divers and address topics and themes that are culturally responsive (immigration, Fighting for a Cause, Human Body: Building Blocks and Nutrition.	● 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, poems, and songs • Fables and folktales • Multiple versions of the same story by different authors or from different cultures	The materials do include a wide range of texts: stories, poems, a whole domain on Fairy Tales and Tall Tales. CKLA promotes diversity - S become familiar with civilizations from around the world, and learn that people from everywhere have made many important contribution. A diverse array of subjects, cultures, genres, authors and time periods.S study experiences of African Americans, Latinos, Native Americans and others. They learn about people who have advocated change such as in Fighting for a Cause and individual text such as experts from My story by Rosa Parks. Texts represent a wide range of student interest and perspectives.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d.The range of informational texts include selections that: • Present historical events • Present scientific ideas or concepts • Describe technical procedures • Contain relevant visual representations of information • Contain at least two texts on the same topic • Contain various text features such as glossaries, indexes, and icons	The range of information text builds is sequenced and systematic, building knowledge throughout the year. For example historical events are tied together throughout the domains - The Ancient Greek Civilizations and the birth of democracy thread runs all the way through Immigration and Fighting for a Cause (7 important people in America who fought for civil rights such as the right to vote and the right to be free from discrimination and human rights - Susan B. Anthony, Eleanor Roosevelt, MAry McLeod Bethune, Jackie Robinson, Rosa Parks, President Lincoln, Martin Luther King, Jr. James Madison, The Constitution and the Bill of Rights, our national anthem, The Star Spangle Banner - why it's our national anthem and how that came to be.	● 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.	See above...continued. Domain 11 is Immigration - students learn about some of the pivotal years in US immigration history - some people that immigrated to American, the reasons why and our US national motto, e pluribus unum (out of many, one). They learn about the Statue of Liberty. In Domain 6 S learn about what life was like in the North and South before the US Civil War, the armies of the Union and Confedearacy an the general who led those armies. They learn about the Emancipation Proclamation, Clara Barton	● 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 program places a strong emphasis on building a coherent body of knowledge that builds within and across the grade level. The information is provided primarily through stories in read-alouds and rich discussions and Document Based Question responses and close reading strategies. Colorful images with maps provide strong visuals to support building knowledge. Vocabulary is built upon and revisited thgoutout the domains and d all through the year.

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language. Texts for grade two students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, "right there" types of questions (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Asking and answering questions about who, what, where, when, and why • Recounting stories and demonstrating an understanding of their central ideas, message, or lessons • Describing how characters respond to major events and challenges • Identifying the main topic of multi-paragraph informational texts as well as the focus of specific paragraphs • Making connections between historical events, scientific ideas, and technical procedures presented in a text	Questions are: literal, inferential (and evaluative (what)The program explicitly provides instruction and require students to attend to the text. Strong DBQ (Document BAsed Questions) are throughout both during the discussion - in The War of 1812 S are asked to: describe how the War of 1812 was considered a second war for independence. Explain that the Battle of New Orleans actually took place after the Ware of 1812 was over (why did this happen?). Identify Dolley Payne Todd as James Madison's wife and explain that she was the first to be called the First Lady. Explain how the British attacked, but were unable to capture Ft. McHenry. IN the domain, The Human Body, students are asked to provide text evidence to: explain what the digestive system does, and what some of the organs in the digestive system do. Explain what the excretory system does. What should you eat to keep a well-balanced diet. Questions are ongoing throughout the read aloud, during writing, foundational skills, etc. For example in the domain Insects students are asked questions about the meaning of solitary and social then encouraged to ask their own questions about the meaning of these words. They are then encouraged to build on what the previous students said abou the meanings of solitary and social. There is a lot of check for understanding throughout the read alouds. For example in Insects: Tell me if I'm describing social or solitary behavior - "A butterfly living it's life alone (That is solitary). An army ant working with othe army ants to bring food back to the group (that is social) Students are asked to apply their knowledge through the writing, research.	● 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: • Describing how words and phrases supply rhythm and meaning to stories, poems, and songs • Describing the overall structure of a story • Acknowledging the differences in characters' points of view • Determining the meaning of words and phrases in grade two reading selections • Identifying the main purpose of an informational text • Recognizing and using various text features (such as headings and glossaries) to locate information	Students are asked about multiple meaning words, different characters points of view, time lines, sayings such as "woke up on the wrong side of bed", busy as a bee, Stuedents create Plant Life Cycle Enclyclopedias, CVenn Diagras and there is a Riddles for Core Content in each section that reviews the core content: I am a sequence of events that repeats over and over again in the same order, what am I (a cycle).	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks that accompany the text require students to explicitly attend to the text, including, but not limited to: • Using illustrations and words to access information, explaining how specific images contribute to understanding • Describing the reasons authors use to support specific points in a text • Comparing and contrasting important points from two texts on the same topic, or two versions of the same story	Students compare and contrast the fables in domain 1 Fairy Tales and Fables, They continue to compare and contrast Cesare Chavez and Martin Luther King in Immigration. The flip books/flip charts contain vivid images that allow rich discussions about the content.	● 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 of questions are varied: literal, inferential, evaluative - all requiring students to attend to the text. Questions begin with Explain, Describe, Identify Summarize. They make posters, time lines, enclopedias, dictionaries, Venn diagrams to demonstrate their connection between the text and knowledge gained. Vocab work is integrated throughout and also explicitly addressed in the language studio and word work.

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 two, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what Students are reading, and materials are organized to elicit responses to sources in age-appropriate ways. This might include activities such as dictation or making pictures to express thoughts in addition to writing, with support from the teacher.	There are 7 units of writing: Introducing Narraative Writing, Developing Narrative Writing, Introducing Opoinion Writing, Developing Opinion Writing, Indturoducing Informative Writing, Developing Informative Writing and Purposeful Writing. The purposeful writing connects to the content. For example in Lesosn 1, the focus of the lesson is students describe how they would write about Susan B Anthony, Eleanor Roosevlt, Mary McLeod Bethune or Jackie Robinson. Students also describe how they would write about an American who fought for a cause as part of the Formative Assessment activity (p. 271). In Unit 1 students are writing narratives about a hero which ties to the content of Folk Tales. Students also impose a diary entry by Dolley Madison again tying to the content. The introducing Opinion Writing has student collect information about ten object they would like to take if they were moving west. The writing prompt is: Imagine that your family is moving west and packing up like the pioneers. Write about which insect body part they would most like to have and why (use of text evidence to support their opinion). In Unit 5 Students gather and records facts about Harriet Tubmanb - which goes right along with the content.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Opinion writing, in which students state an opinion and supply reasons that support the opinion, using linking words to connect opinion and reasons • Informative/explanatory writing, in which students introduce a topic and use facts and definitions to develop points • Narrative writing, in which students recount events with details to describe actions, thoughts, and feelings	See above. Students write during the domain lessons and a culminating writing task at the end as well. All types of writing are addressed per CCSS: opinion, informative, narrative.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3c. Reading materials can serve as models to explore writer's craft and support student production of grade-level opinion, informational, and narrative writing.		● 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 two writing standards, including: • Focusing on a topic and strengthening writing as needed by revising and editing • Using a variety of digital tools to produce and publish writing, including in collaboration with peers	See above. Each lesson has explicit directions to teachers that supports writing instruction. The topics are connected to the content which build students knowledge and demonstrates their knowledge.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to participate in shared research and writing projects, including: • Recalling information from experiences • Gathering information from provided sources	There are many opportunities for research projects in each Domain. Speaking and listening skills are also heavily integrated in these research assignments.	● 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 Program Guide for the Writing Studio which, along with the Teacher Guide contains ample support to teachers as they implement writing instruction. There is a Program Overview, Pacing Guide, Teacher Resources, Projectable versions of instructional materials, CCSS writing rubrics for each CCSS text type, black line masters of student activity pages. Each lesson contains citations for CCSS Alignments. All 7 of the Writing Studio units align to the ELA Domains: Greek Myths, The Ware of 1812, Westward Expansion, Insects, The US Civil Ware, Immigration, and Fighting for a Cause. The writing Studio builds on students content knowledge to further develop their writing abilities. This expands what is already in the CKLAs ELA writing instruction, offering additional opportunities aligned to CCSS. The activities highlight what students have learned from content domains and prepares them for the authentic writing with real-world context they will experience in upper grades. In Grade 2 students do a deep dive into each text type and build a thorough understanding of each kind of writing.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Effective foundational skills instruction in grade two includes explicit and systematic lessons and diagnostic support in concepts of print, the alphabetic principle, phonics, phonological awareness, vocabulary development and word recognition, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Building these foundational skills must be contextualized within the materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a.Materials provide teachers with guidance and support for explicit and systematic sequenced instruction of the grade two *Reading Standards for Foundational Skills*, including phonics, phonological awareness, letter recognition, word recognition, and reading fluency in a research-based and transparent progression.(Refer to CCSS, Appendix A for the research detailing the advancement of foundational reading skills.)	CKLA provides all the components for a strong Foundational Skills Instruction: Systematic, sequenced, explicit instruction. The Skills Strand readers are fully decodable grade-level text consisting of words using the specific letter sound correspondences that students have already learned. Skills Strand based on reading research with emphasis on the findings of the National Reading Panel, Diane McGuinness, Marilyn Jäger Adams, and Louisa Moats. Approach is based on 3 guiding principals: 1. Phonics is a more effective way to teach decoding than "whole Language" or whole word methods. 2. Synthetic phonics, or linguistic phonics, in which instruction is oriented from sound to letter, is an essentially powerful way to teach phonics. 3. Repeated oral reading is a proven method of improving fluency.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4b. Materials include a variety of opportunities that allow for systematic and frequent practice of all foundational skills through such features as engaging texts, games, digital materials, etc.	The decodable texts are engaging chapter books that provide instruction for code practice, fluency, comprehension and vocabulary development.Students participate in a variety of different forms of shared reading: demonstrations, whole or small group, partner reading and a text-based discussion follows each text selection along with text dependent comprehension questions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4c. Materials provide regular practice in encoding (spelling) and decoding (reading) the sound symbol relationships of English.	CKLA HS daily Skills lessons that teach reading and writing in tandem. These lesson support learning related to phonemic awareness, sound/letter patters, decoding (both in explicit lessons and with engaging decodable texts), writing mechanics, and writing structure and processes. Student readers introduce authentic yet decodable stories.	● 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).	The components include: Skills Teacher Gujide, Student activity books, take home coopers of the Student readers, Student REaders (actual,bound decodable books), Big Books, blending picture cards, sound poster cards, student chaining folders, etc.	● 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):
One of the strongest Foundation Skills components of all the materials reviewed. FS is an overlooked and often untaught standard which has contributed to the literacy gap. Students can't comprehend complex text in upper grades if they don't have strong foundational skills. This is a non-negotiable and should be an internal part of any literacy program selected. CKLA provides systematic, sequenced, FS instruction both grade level and vertically with ample opportunities to practice decoding and encoding. They use decodables a critical component to any FS instruction. Students must have ample practice reading the sound/letter patterns in authentic text which the decodables provide. They also need ample practice writing the sound letter patterns and practicing reading fluently with these texts. Research shows that this systematic, explicit phonics approach is effective over whole language approach.

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, vocabulary, and knowledge 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 two are designed to help build student understanding and use of: • Nouns(including collective and irregular plural nouns) • Reflexive pronouns • The past tense of frequently occurring irregular verbs • Adjectives and adverbs • Complete simple and compound sentences • Commas in greetings and closings • Apostrophes to form contractions and possessives • Correct spelling, applying knowledge of spelling patterns in writing words • Capitalization of holidays and other proper nouns • Reference materials such as beginning dictionaries to check spellings	Every lesson in CKLA domains have a Language objective along with a Speaking and Listening and REaidng. The Domain's Core Vocabulary for the domain is listed with a beak down for each lesson: Word Work based on vocab from the read-aloud and decodables - includes vocab, multiple meaning words, sayings and phrases, parts of speech, Punctuation, etc. The writing component also contains language mastery skills and the opportunity to deomonstrate mastery. The Alignment Document in the Amplify Binder provides CCSS Language Alignment information for each Domain. For Example: L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking is evident in all of the Foundational Skills Lessons and All 12 of the ELA Domains. The guide contains the specific break down such as L.2.1e - use adjectives and adverbs: Skills lesson 1,3,4,5,6 and ELA Lesson 4, 8, and 10. Vocab Acquisition and Use L.2.4 is evident in every Skills and ELA lesson. (P. 37 binder).	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.	Word work has opportunities for multiple meaning words.	○ 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 developing vocabulary acquisition skills, including: • Using sentence-level context clues to unlock the meaning of words • Using prefixes and roots as clues to the meaning of words • Using knowledge of the meaning of individual words to predict the meaning of compound words • Consulting glossaries or beginning dictionaries to determine the meaning of words	Extensive word work to build vocabulary and use words to unlock meaning of sentences and word parts to unlock meanings of words. The a acquisition of language and vocabulary is done in context, not isolotation. Each Language Studio lesson includes a summary of the linguistic complexity, language forms, and conventions, and tiered vocab usage addressed in the lesson. Explicit vocab building exercises are in each lesson and are connected to the content of the ELA lesson. For examples, lesson 6 The excretory system's vocab review word is "excrete". The students are asked to repeat the word excrete 3 times, provided with the definition, given an example and then asked a series of questions "When to you excrete sweat? When do you excrete urine? Do you think it's important that your body extremes sweat and urine - try to use the word excrete when you answer.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Vocabulary Acquisition and Use 5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.	Domain specific words, Tier 3 words for excrete (for example0: bladder, excretory system, kidney sweat, Tier 2: excrete, waste, Tier 1: to get rid of. Visual supports are provided along with embedded supports that focus on developing language proficiency and content knowledge during instruction. Vocab is not isolated but integrated. There are supports provided to the teacher in the sidebars that address: Entering/Emerging, Trainsitioning/Expanding, and Bridging levels of language acquisition.	● 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 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 two 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 using grade-level vocabulary, and ask questions when they don't understand or need more clarification.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide an embedded/integrated language framework that guides student participation in academic conversations, including the ability to: • Agree on rules for discussion • Link ideas to the remarks of others • Recount key details from texts • Ask and answer questions to deepen understanding • Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Speaking and Listening standards are addressed throughout each lesson. Through the the REad-Alouds students are asked questions, led in discussions whole group, with partner, etc. Speaking and Listening Standards SL.2.1(Comprehension and Collaboration) are evident in Skills lesson 1,2,3,4 and all ELA Lessons. Presentation and Knowledge of Ideas (SL.2.4) is evident in all ELA Lessons and 4 out of the 6 Skills. Conventions of Standard English (L.2.1) is evident in all Skills and all ELA Lessons	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
6b. *Presentation of Knowledge and Ideas.* Materials include tasks that promote oral responses in a range of collaborative discussions, and support students with: • Telling a story or recounting an experience with relevant facts and details • Creating audio recordings or visual displays to add details • Speaking in complete, coherent sentences	See Above	● 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):
CKLA's Speaking and Listening Component is woven into every lesson, embedded in authentic text and tasks. There is a cohesiveness to the instruction - it is not isolated but highlighted within the text in an intentional, systematic manner.

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 two students, the materials must include supports for students to apply concepts of print, phonics, vocabulary development, syntax, and fluency in comprehending texts. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

Scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames • Repeated grammatical structures and language	All ELA lessons have sidebars for various levels of support so that all students can access the complex text of the read alouds and the grade level bands of decodable text. EL benefit from CKLAS sound-first approach and let's them focus first on the sounds in words then on how the English alphabet represents that sound. Explicit grammar lessons are also a feature of the Skills Strand which makes the materials accessible for all learners including ELs. The vocabulary work, multiple meaning work, guided listening supports, and text exposure are examples of embedded supports.Access supports, found in the Teacher Guide sidebars of both strands provide specific EL support at the point of use in core instruction that address 3 ELD proficiency levels - Entering/ Emerging, Transitions/Expanding, and Bridging.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7b. The materials include student supports such as: • Multiple digital and media versions of texts • Illustrations • Graphs and charts • Maps and photographs • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur)	The materials are diverse with big books, flip charts, graphs, etc. to support all learners	● 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' 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 Guide is clear with explicit teacher directions/ moves to support instruction. Research based best practices with strategies such as chaining, repeated reading, etc are throughout the Guide. Differentiation and Intervention material are also available for struggling learnings through the the Support Sidebars embedded and the "Additinional Support" section followed by each lesson. Pausing po9int provide additional time and activities for re-teaching , remediation and practice. The Assessment and Remediation Guide and Decoding and Encoding Remediation guide both are available online and provide additional lessons and activities that meets different levels of support for students.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7d. The materials provide support for students with varying learning styles and modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
7e. The materials include developmentally appropriate materials and instructional sequences specifically designed for students in the primary grades (such as role-play, songs, games, etc.).	The materials are developmentally appropriate. Chants are scattered throughout the lessons/Domains, games such as rhyming, sound motion moves, and many other 2nd grade appropriate games like Wiggle are embedded in the instruction.	○ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7f. The materials include assessments along with: • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release[1] • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind	Both remediation and Differentiaition for advance learners are provided. Challenge sidebar supports in each lesson offer in the moment strategies for advanced work. Materials highlight enrichment texts for students who are ready for additional rigor. Advanced students will also benefit from AMplify's Digital Library. Assessments include both formal and informal assessments. Beginning, Middle and End of the year assessments are administered to all students.There are summative assessments that include spelling, word recognition, comprehension and fluency, etc. Each CKLA lesson is organized around a primary focus objectives that specifically what students should know and be able to do by the end of the lesson. Each lesson contains multiple formative assessment opportunities allowing students to demonstrate learning success of that day's instruction. Lessons contain check for understanding.	● 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):

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