08.ELA.12

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.)	This is a really relevant curriculum to what's going on in the world around us! The modules are Human Rights, Biodiversity, Social Change, and Natural Disasters. Culturally diverse and societally relevant issues are explored using historical icons and important events. The relationships are embedded and connected among one another using great writing and engaging texts. For example, students read Esperanza Rising along with the Universal Declaration of Human Rights and A Life Like Mine. Each unit provides these connections within relevant texts. In the Social Change unit, it would be helpful to have more than one story of African American struggle and triumph and overarching points, rather than focusing on one hero. There are so many black heroes who have triumphed. It would be great to read about more of them.	○ 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 novels are great for digging deeper and close reading. The science texts are awesome.	● 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.	Fiction and non fiction are included with standards listed throughout. I can statements are there as well so that the kids know what they are expected to do without any ambiguity.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level vocabulary acquisition as well as differentiated strategies for all students.	This curriculum is exemplary for differentiation. Its basis is differentiated instruction. The vocabulary and grammar as well as other conventions are presented in the same manner. These folks truly did a great job of making this the focus of their program.	◉ 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):
I'd really like to see more than one culture explored in the human rights unit... But on the other hand, it's an awesome novel to take apart and explore.
It would be great to parallel these units with social studies and science planning. That way the kids could learn more about many cultures and different world views.

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 units appeal to activism, sports, human rights, and more than one kind of science. I love it!! I could really see my students feeling empowered to learn and grow as individuals as they use this program to study ELA. The texts are easy to navigate and provide clear instruction for the teacher on how to scaffold, what to plan, and what standards are being addressed.	(●) 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.	Culturally responsive texts raise awareness in students. The program has rigor along with strong groundwork and lots of options for different learners to master the material. This program is presenting a lot of information to students... At this age, it would be great to provide this to them... It would be an eye opening experience for so many students...providing them with ideas that they may have never heard before, but that are so very present in the world around them. This program would help to direct the kids towards positive social and self awareness. I love that the SEL component is there without compromising the ELA standards.	(●) 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	Plenty of genres and various themes... A diverse sampling... Teachers would have to look elsewhere for poetry.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts include selections that: • Present historical events • Present multiple accounts of the same event or topic • Provide technical information • Present scientific ideas or concepts • Contain relevant visual representations of information	I love how this program addresses 1d because it empowers kids. The texts and lessons don't tiptoe around issues, they honor that children are ready to learn about these things and they facilitate that process.	● 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 year starts off with a challenge, setting the bar high for kids. I like how this is done because it is done alongside extensive supports. Vocabulary and conventions are planned in and taught throughout the year, this is where I see the difficulty building as the year progresses; which is as it should be.	● 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):

Awesome overall with all bases covered. Teachers could supplement stories if they wanted to bring in more perspectives with the human rights/social change.

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	Student workbook lessons center around these guiding statements. When analyzing the texts alongside the guiding statements for literature and informational text, it is clear that the vendor was acutely aware of student's needs in this area. Example: Module 4, Unit 3, Student Workbook, pg. 85: research reading, choice reading, theme analysis, definition of theme, vocabulary, domain specific themes and words, two or more questions based on knowing themes and ideas from the text. Example: Module 3, Unit 2, Lessons 4-8: Comparisons and contrasts, column notes, references to/reliance upon several texts, summarizing, and inferencing.	◉ 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	Great word work, word study, and text dependence within the student workbook and the direct instruction.	◉ 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	There isn't a focus on integration of several sources within some of the units. Natural disasters is great with it but the others are lacking somewhat. Connecting with real world themes and experiences are more the emphasis than comparing and contrasting.	○ 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.	Types of writing are addressed according to type and standards. Tasks are specific to domain. Student friendly rubrics and frequent teacher to student check ins are present throughout. Side note: the teacher guide and teacher supporting materials are as user friendly as the student workbooks, making the program more approachable for teachers as they interact with both the program AND the needs of their students. Outstanding! Tasks are assigned routinely over short and long term. Example: Module 2, Unit 2, Tracking Progress: Informational Writing: This lesson is clearly assigned at the Beginning over the course of two lessons... allowing for a prepared range of tasks and purposes. Again, really teacher friendly.	● 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	Text dependent lessons invite students to deconstruct the readings and note their progress and questioning process in a vocabulary log. Narrative, opinion, and informative writing assignments are given with supporting texts and plenty of groundwork. Texts and lessons are easily adaptable for teachers to assign different types of writing if/when they see a need. Example: Module 2, Unit 3, Teacher Supporting Materials: Bite at Night/pg. 206: Students are being taught how to write informative and explanatory texts in this lesson, but they can also be taught narrative in this lesson.	● 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.	These materials are great. We are really missing texts with this type of depth. I haven't seen this depth paired with diversity. It's awesome.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade five writing standards, including: • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills Materials should also guide the teaching of specific components of grade five writing standards 1-3 (See CCSS).	The material is dense but everything we need is there. The supports for supporting teachers and addressing the needs of specific student populations are in different size and color fonts... allowing one to easily differentiate between what is for the whole group lesson and what is for providing support. The materials provide clear steps for addressing the standards.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Using several sources to investigate different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Summarizing or paraphrasing information in notes and finished work • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research	Research projects are not the focus and they are reliant upon partner work and homework accountability, which could pose some problems at schools with a no homework policy. We have some of those here in the district, and there have been recent concerns and debates about homework. The work is there but it's not as approachable.	○ 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 reliance upon home connection and finishing work and research outside of class may cause some inconsistencies with the use of the program across schools.
The materials are amazing with addressing needs, standards, and approachable, thorough use in class.

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.)	The word work is complex. I love the way it is laid out. There are sentence fragment activities for EL's, and there are word lists, vocabulary journals, and affix lists throughout the program. There isn't much in the way of phonics instruction, but it is sufficient for bridging and grade level learners. Example: Teacher Supporting Materials, Module 1, pgs. 266-267: review lessons on writing complete sentences and a parts of speech anchor chart. These are good for anyone to review when seeking mastery. Mastery of phonics in a natural progression grows from there. Example: Module 3, Teacher Supporting Materials, pgs. 235-237 moves on to correlative conjunctions. Example: Module 4, Teacher Supporting Materials: series punctuation and academic vocabulary. There is great stuff for word analysis, especially for word meanings within the text AND domain specific/non domain specific vocabulary. Reading with fluency to support comprehension is essential here.	○ 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	Present throughout in lessons, student workbooks, and teacher supporting materials.	● 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 isn't poetry, but the reading choices are awesome and adhere regularly and consistently to these guiding statements.	○ 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).		◉ 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 is focused on world awareness and increased knowledge of diversity, human experience, and human impact on the environment. It isn't a romance languages or humanities curriculum, but in my opinion, this is what we need right now.
The lessons are solid and the progression of how to teach students language arts concepts is sensical.

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	The daily lessons emphasize accountable talk and student responsibility. The word work and conventions are in lessons, but the student workbooks emphasize reasoning, evidence and self analysis.	○ 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	Lots of sentence work, self analysis on sentence building and parts of writing. Comparing and contrasting of dialects isn't a focus in this program.	○ 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	This program is super for vocabulary, and it is a focus throughout. Domain specific, grade level, and academic vocabulary are all taught. Consulting the dictionary, the texts themselves, the internet, and peers are all required. Column notes with writing words and then writing understanding in your own words are emphasized. Affixes and roots are taught throughout.	◉ 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.	The selected texts are great for this, especially in the biodiversity unit.	◉ 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 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	Individual accountability is the focus of the program. There is think-pair-share as well as partner research, but the students read, write, and reflect themselves.	○ 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	Heavy use of multimedia and guiding students to several formats of information. Great sentence frames and writing lessons provided for students to write informational reports. Ideas are presented to students logically, guiding them in how to do that themselves. Texts and lessons are largely written and presented according to these guiding statements, which means that, through modeling, students are able to perceive mastery of presenting knowledge and ideas. Presentation of ideas, opinion and inclusion of facts and details to support main ideas and details are mostly written.	○ 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 is more individualized than collaborative, but geared towards mastery and a deeper understanding and connection to standards and texts in a chronological 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 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	Great differentiation for EL's but other forma of differentiation are mostly reliant upon guiding questions.	○ 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)	Lots of this is present throughout.	● 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	Clear listing of standards in the manuals and the supporting materials as well as in the workbooks and rubrics. Strategies to gradually increase difficulty are outstanding, clearly detailed, and emphasized. Specific standards are supported and consistent as well as repeated throughout when relevant. Documentation of student progress for teachers and for students is easily used and clearly explained.	● 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).		● 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 program allows for some differentiation but the general expectation is that students will be able to keep up. The program is rich and diverse. The program exposes students to many texts and ideas that they may not otherwise be aware of.	○ 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 is diverse and relevant to the real world around us.
The rigor of the program encourages student accountability.
The workload isn't overwhelming, but causes students to become aware of how important it is for them to engage with their own learning process. The materials and the lesson presentation allows for students to find both solace and growth in their learning experience. It also gives them a jumping off place for further interest in the areas that are presented.

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