09.ELA.12

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	3rd party rubrics (EQUIP & IMET), Expert authors to create material. Open Education Resource (OER) to reduce costs. Non Profit. Great references: Wake Public Schools NC, Created by T. For Ts. Each lesson delineates CCSS, SS and NGSS covered. Libens & Sue Pimentel (author of ELA CCSS). Strong focus on the ELA Instructional Shifts. 2-3 hours of ELA instruction per day PLUS 1 hour of Foundational Skills. Transition from print to digital resources. Researched based, best-practice - address the Matthew Effect and closing the achievement gap through the 5 elements of literacy inst. most critical: vocabulary, knowledge-building syntax, fluency & decoding. 3rd party review: Ed Reports & Lousiana Dept of Ed. SES - social emotional learning embedded within every module and unit. Universal Design for Learning (UDL) & Backward design framework is used which emphasizes differentiation. ELL support is intentional embedded with multiple levels of ELL support. Fiercely focused on equity for all S. - Equity is the foundation on which the entire curriculum rests. Focus is Building content knowledge. Systematic and sequenced Text Complexity: Frequent use of approporiate grade level text. Close read-alouds are two to 3 grade levels above independent reading levels. CCSS are fully content-integrated & comprehensive: Reading, Writing, Lang & Speaking & Listening. Multiple reads of complex text. Qualitative measures: levels of meaning, structure, language conventional sand clarity, knowledge demands are high and supported through multiple read alouds - although S. Can't read some complex text on their own, they develop language, syntax and meaning - reading comprehension through repeated read alouds of rich, complex text. The underlying structure of the curriculum design is based around the 4 T's: Topic, Task, Target, and Text. There is a set Aghenda for each daily lesson. There is "Teaching Notes" at the beginning of the lessons as a scaffold for teaching and professional development. "Habits of Character is where social-emotional learning is embedded within every module and unit. Technology and Multimedia feature."Meeting Students' Needs is where there's additional adaptation for students who need additional extensions or supports based on the Universal Design for Learning Framework. The Universal Design for Learning framework emphasizes differentiation. - uses m ultimate means of representation (MMR) with various protocols provided for teachers. 8 High Level Approaches to Support ELLS - Language Dives and Conversation Cues.	● 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.)	See Above Read Alouds and Trade books contain high quality, complex text ranging from narratives, poetry, informational text, short stories. Module 2, Unit 1, Lesson 3 p. 51 Close Read-Aloud, "Stone Girl, Bone Girl". Several strategies are provided for digging deep into the complex vocabulary which supports ELLs and all learners: expand sentences when describing photographs,	● 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	Read Alouds are 2-3 grade levels above grade 2 Opportunity to read both literary and informational: Topic 1: 50%; Topic 2: 2 RL and 5 RI; Topic 3: 4 RI - no RL; Topic 4: 2 RL and 4 RI	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	EL follows the National Reading Panels 5 opponents of Reading with comprehension always the end goal. Comprehension, fluency, phonological awareness, phonemic awareness, vocabulary. Direct vocabulary instruction before, during and after reading during module lessons and labs. New vocab is used in speaking and writing tasks. Assessment of vocab standards are embedded in unit assessments using the REaidng, Writing, Speaking & Listening checklists. FS - decodables also address vocab acquisition: word structure/word parts - explicit instruction around how affixes change the meaning of words.	(●) 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):

Text complexity according to the quantative measure is consistently high with all of ELs 22 Read-Alouds, except for two. The range was 460-950 Lexile Level. Due to time constraints, I was unable to determine qualitative levels. The text are rich, supports the building knowledge in the content and has ample academic language worthy of close reading. It is heavier in Informational text than literature. The K-2 Curriculum Plan p. Xi provides a clear vertical picture of alignment K-2. 2nd Topics include Schools and Community, Fossils Tell of Earth's Changes, The Secret World of Pollinaton and Providing for Pollinators.

NGSS Connection - Module 2 - Fossils Tell of Earth's Changes uses 2nd and 3rd grade NGSS standards. For this unit, students would need to study further other slow changes on Earth, such as the erosion of rocks, etc. However, the ELA topic builds student knowledge so they are better able to build upon that as they dig deeper into the Science Standards during science. Two main NGSS Standards are addressed: 2-ESS1-1 - Use info from several sources to provide evidence that Earth events can occur quickly or slowly. Topic 1 is Schools and Community and addresses general social studies frameworks such as Civ.6 and Civ9 and GEO4

There are Guiding Questions and Big Ideas that are meaningful and contribute directly to building knowledge (Shift 3): What do Paleontologists do? How do characters respond to major events? What can we learn from studying fossils? How do readers learn more about a topic from informational texts? How do authors write compelling narratives.
Performance Tasks are assigned for each Topic 2 = Illustrated Narrative about Discovering a Fossil. - addresses Shift 2 - writing grounded in evidence from the text.

There is a different instruction Focus for every 1-3 week period.

Guided Reading is done during the Foundational Skills Block. 45 min of small group, differentiated instruction is provided each day. The Assessment Plan identifies cycles of lessons that best meet students' needs during small group instruction. Differentiation Packs, Learning Letters (early stages of literacy for students who are at Kinder or later who still need support with early literacy. There are Decodable Readers that match the phonics students are learning in each Cycle. The FS Block is research based and informed the design of EL Skills Block p. Di. Instruction is sequenced vertically K-2 Continuum. Cv.

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.	Coherently and Systematically builds knowledge and vocab across themes and topics: Module 1 sets up the school year with setting norms for collaboration. Modules 2-4 all build on Science topics Curriculum Plan: Module 1: Building Literacy in a Collaborative Classroom - Topic: Schools & Community; Module 2: Learning Through Science and Story - Topic: Fossils Tell of Earth's Changes; Module 3: Researching to Build Knowledge and Teach Others - Topic: The Secret. World of Pollinators; Module 4 Contributing to the Community - Topic: Providing for Pollinators. Labs are a consistent component throughout EL. They consist of: Create, Explore, Imagine, Research These labs connect student learning and apply and enhance module content as well as habits of character (Social and Emotional learning), literacy skills through arts, dramatic play, building and other hands on experiences. Module 1 Labs: (4) Focus: Learn to take care of classroom materials, build social-emotional skills through playing and collaborating with classmates. Module 2 Labs: (4) Focus: Explore sculpture, Simulated paleontologist dig, dramatically reenact familiar stories with classmates, Use research skills to learn more about dinosaur topics	◉ 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.	Text Sets highly connected to content: Required trade books for Topic 2: Fossils Tell of Earth's Changes = 2 Literaterature and 5 Informational Text all focusing on fossils. Since most of Grade 2 is primarily informational text, diverse cultures are not necessarily represented. All text are connect to the content and build knowledge.	○ 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	Fables are provided throughout the modules Lab, Module 3 - Poetry Module 2, Unit 1, Lesson 2 - "She Sells Seashells" - incorporating poem, movement, comprehension There is a much stronger representation of informational text since the Grade 2 focus is science related except for Module 1.	○ 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	Topic Scientific Concepts: Fossils Tell of Earth's Changes, The Secret World of Polllination, Providing for Pollinators Topic: Schools and Community - Schools Around the World Module 4 - Two fables around the building Pollinator knowledge. Scientific ideas and concepts along with engineering is strongly evident.	● 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.	Vocab and knowledge is built upon throughout the 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):

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	Module Lesson and workbook provides ongoing opportunities for S to engage in complex text and then respond to text dependent questions. Examples: Module 2, Unit 2, Lesson 10 -p. 97-102 S. Read "Fossils and the Earth Long Ago" and answer text dependent response questions. S. Workbook provides standards in parentheses. "What is the meaning of sedimentary rock as it is used in paragraph 1 (RI2.4, L. 2.4a) What do paleontologist learn from studying fossils in sedimentary rock? (RI.2.1) What is the main idea of paragraph 3 (RI.2.2) According to the article, what can we learn from studying fossils? Below, show own thing we can learn from studying fossils. Draw a picture and write sentence (s). (RI.2.1, W.2.8) Module 2, Unit 1 - S begin to build background knowledge on the Module content, fossils and Paleontologists. S are introduced to answering response questions, retell beginning, middle and end of "Stone Girl, Bone Girl", describe how characters in the story respond to major events and challenges. Even the Foundational Skills component focuses on vocab, building knowledge and comprehension. Strong interconnections between the skills block and the m double lessons and labs. Examples: FS component = Comprehension conversations with text dependent questions included in the decodables.	● 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	See Below	(●) 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	Lab and Student workbook provide ongoing opportunities to respond to text. Compare and contrast p. 38 using "Public Notes from "Off To Class" text. Task from Module 1, Unit 2, Lesson 2: From the text "Off to Class" In a rainforest in Brazil, it was hard for students to go to school, and their community solved this problem. The problem is that _____. This is a problem because_____. So they solved this problem by _____. Now students can _____	(●) 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 shifts are clearly addressed with text dependent questions; writing, speaking & listening all grounded in evidence from the text. Knowledge is built and several of the modules address NGSS standards. FS Skills connect to lit lessons and continue to build knowledge and vocabulary.

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.	Example: Module 2 - S write narrative about discovering fossil based on Josh's experience from "The Big Dig" text. Lab component provides opportunities for S to demonstrate what they know about each Module's content through writing: fables, reports, posters, paragraphs, Group work is encouraged along with reflection, revision. Student Workbook also provides ongoing opportunities to reflect on reading through writing: Compare/Contrast The Two Schools that ARe Different p. 378 Student Workbook p. 107 (Module 2, Unit 3, Lesson 6) Narrative booklet on fossils based on the knowledge gained from module on fossils. Narrative planner provided p. 106. Prior module lessons on temporal words: Suddenly, then, next, later, finally, soon, afterwards are provided in a word bank for student reference.,	◉ 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	Lab component provides ongoing opportunities to write with evidence grounded in the text (Shift 2) Ground reading, writing, speaking in evidence from text. Example p. 85-86 Module 4 Lab: Complex text article "Leapin' Lizard" (4 paragraphs followed by text dependent questions "According to the text, how do lizards get food from plants?" S are required to answer in phrases and write culminating "what did you learn?"	◉ 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.	Information example: "Did you Know Poster" p. 82 Narrative example: Fable Writing p. 74-75 There are many models provided to support student writing while continuing to build content knowledge throughout EL. Examples: Module 2, Unit 3, Writing Narrative: Becoming Paleontologists - Students analyze "The Big Dinosaur Dig" as a mentor text for narratives and have short writing tasks to practice writing techniques found in "The Big Dinosaur Dig". Students also analyze a teacher-written model of a compelling narrative. Example: p.26-27. Workbook provides Models of Focus Statements and then ask for Students' Focus statements. Models of Information about the Solution, Information about the problem, Concluding statement and then asks students to write their own.	○ 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	Writing instruction and opportunities connected to the content evident in Lab lessons. Example: Imagine Lab: Providing for Pollinators, p. 74 Fable Elements Planner scaffolds narrative write with Beginning, Middle, End with prompts about pollinators, butterfly, bee, bird. Goal Setting and Reflection p. 64 provides goal setting opportunities and reflection on learning for each lab. "Goal-Setting - I am going to...My goal is to...Today I will be working on... "REflecting on Learning" - I was successful at...I had difficulty with...Tomorrow I will...	● 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	Labs part of curriculum provides many opportunities for shared research And writing based on the content from the module. Example: The Secret World of Poillinanation - Explore Lab: Forming a question and making a prediction: With your class, formulate a question that you will try to answer with a scientific investigation. Plant INvestigation, Day 1 Data Collection for Plants 1,2,3,4. Final Day Plant Investigation: REflecting on the Data and Making Conclusions: Which plans survived the full length of the investigation? Why do you think that is? Based on the results of the investigation, what do you think plans need in order to survive and grow? (+ additional question/ reflections) Engineer Lab: Engineer Lab-Extend Challenge Stage includes Trials, Plan (What materials will you use), Do and Review Labs Notebook example p. 28 - Dinosaur Research Questions: How did dinosaurs live in their environments, how did this Dino get food, what did this Dino do for shelter, how did this Dino avoid predators,,, Lab Notebook have research planes, partner recording sheets, questions we have, survey jobs form, data collection sheets p. 14,	● 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):
Writing is modeled and embedded through each Module. Writing is grounded in evidence from text and allows students to demonstrate knowledge of content. Tasks are throughout that requir students to write various types: narrative, etc based on knowledge from topic.

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.)	1 hour block of FS each day: 15 min whole group instruction; 40-45 min differentiated small group instruction.Small groups allow for tailored instruction of specific needs of S. S. Develop FS in phases and curriculum is designed to help Ts identify what phase each S is in, provide specific inst in mastering each phase - framework based on work of Dr. Linnea Ehri - Ed Psychologist who researched how learners crack the alphabetic code. Phases = pre-alphabetic, partial alphabetic, full alphabetic, consolidated alphabetic. FS Skills block focuses on spelling - decoding and encoding go hand in hand, decidable readers, incorporates music, movement, stories and use of multiple modalities, frequent assessments: benchmark (fall, winter, spring) and cycle assessments (dipsticks at the end of each week), and exit tickets.	● 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.	See Above Systematic: Foundational Skills, Module 1 Cycle 1 - Review CVCe and open and closed syllable words Cycle 2 - Reviewed long and short a: "ay" and "ai" Cycle 3 -Review long and short e: "ee", "ea" and "y" Cycle 4 - Introduce long and short I: "igh", "ie" Cycle 5 - Introduce long and short o: "oa" "ow" *all Cycles build high frequency words Frequent Practice: Decodables - daily small group instruction reinforces phonics pattern and provides practice reading and writing (decoding and encoding) phonic pattern.	● 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.	Reading Foundational Blocks provides regular practice with workbooks, decodables, small group instruction and practice writing newly learned phonic patterns that reinforces the phonics lesson. Module lessons enforce newly taught high frequency words, phonic patterns	◉ 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).	Module Lessons and Foundatinal SKills Lessons provide opportunities to reinforce, practice and assess comprehension using grade level texts.	◉ 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):
Foundational Skills are throughly addressed - both systematic and sequenced. 60 minutes per day is allotted with explicit lessons that build off prior lessons each day. There are decodables which allow students to practice reading the phonic skills being acquired and workbooks that allow ample practice.

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	Module lesson and student workbooks provide explicit instruction in language. Grammar and conventions are addressed in meaningful context throughout the lessons/topics. There is no "oh, by the way" type of grammar instruction. It is embedded throughout.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.		○ 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	Vocab is introduced and practiced both in reading, FS, and writing components of the topic lessons. There is multiple practice opportunities to speak, listen, write and read newly acquired vocab	◉ 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.		◉ 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 strong ELL component which is best practice instruction for all students. This, along with Tier 1 instruction strongly supports students vocab building in meaningful ways within and across the topics.

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	Each topic/lessons addresses speaking and listening with participation in discussions, building on others ideas. There is collaborative protocols, small group discussions, discussions norms, conversation Cues, sentence frames to scaffold productive discussions.	◉ 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	There are multiple opportunities for students to present ideas both formally and informally to an audience of their peers, families or invited guies	○ 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 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	Scaffolds for both teachers and students are throuout the teacher guide and within each lesson. ELL support throughout and differentiation instruction provided both in Whole Class and SMall Group instruction.	◉ 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)		○ 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	Yes! Lots of Teaching Notes throughout each lesson to scaffold teaching and professional development.	● 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.).		● 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 summative and formative are integral - The skills block provides 3 types of assessments: benchmark, cycle assessments (dipsticks), snapshot assessments and exit tickets	◉ 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):
Scaffolds for both teachers and students are clearly evident. Specific scaffolds like Language Dives and Conversation Cues are used throughout. Teacher support helps develop teacher knowledge of content - the curriculum is designed to help teachers build on their existing expertise and continue to improve their They are provided rich resources to ensure strong instruction for all students.

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