03.ELA.12

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review

GRADE 4

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 four standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English Learners, students who are performing at grade level, and advanced students).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text C1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)	Many of the texts from the modules throughout the year are high leveled books that have been published that engage in many different cultures. Module 1: Esperanza Rising Module 2: The Greek Kapok Module 3: Promises to Keep: How Jackie Robinson Changed America Module 4: Eight Days: A story of Haiti	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1b. As well as, texts that contain rich content, ideas and academic language worthy of close reading.	The texts all fall in the appropriate grade level band.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.	Yes. The materials also fall within the appropriate grade level band. They hit various types of cultures.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level vocabulary acquisition.	Yes.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
All of the texts selected are published pieces that all fit the grade band range. There is an appropriate amount of NF and F texts throughout each module that support different cultures.

COMPONENT 2: QUESTIONS AND TASKS

At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. Text-dependent questions that address the grade four standards will be described in greater depth in Alignment Criterion II.

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interest, and are likely to foster independent reading.	Yes. Students are introduced to a variety and large volume of texts. There is also a Required Trade book, procurement list and a recommended text and other resources list for each module!	(●) 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.	Many of the texts from the modules throughout the year are high leveled books that have been published that engage in many different cultures. Module 1: Esperanza Rising Module 2: The Greek Kapok Module 3: Promises to Keep: How Jackie Robinson Changed America Module 4: Eight Days: A story of Haiti	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Stories, drama, prose, and poetry • Stories, myths, and traditional literature from diverse cultures	Yes. Students are introduced to a variety and large volume of texts. There is also a Required Trade book, procurement list and a recommended text and other resources list for each module!	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts includes elections that: • Present historical events • Describe technical procedures • Present scientific ideas or concepts • Contain at least two texts on the same topic • Present first and secondhand accounts of the same event or topic • Contain relevant visual representations of information	Yes. Students are introduced to a variety and large volume of texts. There is also a Required Trade book, procurement list and a recommended text and other resources list for each module!	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.	Yes. Throughout the year the questions and tasks build literacy skills and student independence. There are specific scaffolding directions in order to build literacy skills and independence of students!	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
Students are introduced to a variety and large volume of texts. There is also a Required Trade book, procurement list and a recommended text and other resources list for each module! Throughout the year the questions and tasks build literacy skills and student independence. There are specific scaffolding directions in order to build literacy skills and independence of students!

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Referring to details and examples in a text when explaining what the text says and when making inferences • Summarizing text • Determining the theme of a story or main idea of a text from key details • Describing characters, settings, or events in depth • Explaining events, procedures, ideas, or concepts covered in historical, scientific, or technical reading selections, including what happened and why	Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as those that allude to significant characters found in mythology (such as *Herculean*) • Explaining the differences between drama, prose, and poetry • Describing the overall structure of a text or structural elements of poems and drama • Comparing and contrasting the point of view from which different stories are narrated, including first- and second-hand accounts of the same event or topic, or first- and third-person narrations of a story	Academic vocabulary and domain-specific graphic organizers. Affix list also included.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Explaining how an author uses reasons and evidence to support points • Making connections between the text of a story or a drama and prose • Interpreting information presented visually, orally, or quantitatively • Comparing and contrasting the treatment of similar themes, topics, and patterns of events in literature • Integrating information from two texts on the same topic	Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions. Students must use the text to be successful.	(●) 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 text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions. Students must use the text to be successful.

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade four, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions. On demand writing occurs each day. There are also projects included. Examples note-catchers, graphic organizers, short responses and paragraph construction protocols.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Writing opinion pieces on topics or texts, supporting a point of view with reasons and information • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events	Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level opinion, informational, and narrative writing.	Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade four writing standards, including: • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience • Developing and strengthening writing by planning, revising, and editing • Using technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills • Graphic organizers, chart, etc. to aid in explicit teacher instruction Materials should also guide the teaching of specific components of grade four writing standards 1-3 (See CCSS).	Yes, there are specific directions for the teacher in the teacher guide and also instrucations and protocol on how to meet different learners needs such as your EL's and students below the 40th percentile.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Investigating different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Taking notes and categorizing information • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research	Yes, different graphic organizers, note takers, activities (such as Socratic seminars)	● 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):
Yes, the text-dependent questions strategically build an understanding that will help students prepare for the culminating task. Many of the tasks have students gathering evidence on note takers, through text-dependent questions, and graphic organizers that attend to a specific genre of writing. The performance tasks help students come to their own conclusions and inferences while allowing students to build upon these through student discussions. On demand writing occurs each day. There are also projects included. Examples note-catchers, graphic organizers, short responses and paragraph construction protocols.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade four includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade four *Reading Standards for Foundational Skills* by providing instruction in phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)	Two teacher-guided sessions and two sessions in small groups. Every other week students participate in 20 minute word study and vocabulary. There is a nice teacher resource that provides protocols for teachers and students.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including: • Understanding grade-level vocabulary using an integrated approach (including affixes, multi-syllable words, etc.) • Understanding multisyllabic words in context and out of context • Self-correcting using word recognition skills and context clues, rereading text purposefully as needed • Developing fluency with grade-level regular and irregular spelling patterns • Spelling patterns and morphology	Two teacher-guided sessions and two sessions in small groups. Every other week students participate in 20 minute word study and vocabulary. There is a nice teacher resource that provides protocols for teachers and students. There is also an academic word wall that students will build upon throughout the unit.	● 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.	Two teacher-guided sessions and two sessions in small groups. Every other week students participate in 20 minute word study and vocabulary. There is a nice teacher resource that provides protocols for teachers and students.	◉ 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).	Yes, and they have content related activities.	◉ 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):
Two teacher-guided sessions and two sessions in small groups.

Every other week students participate in 20 minute word study and vocabulary.

There is a nice teacher resource that provides protocols for teachers and students.

There is also content related activities.

ALIGNMENT CRITERION V: LANGUAGE

The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade four are designed to help build student understanding and use of: • Relative pronouns • Progressive verb tenses • Modal auxiliaries such as *can*, *may*, or *must* to convey various conditions • Correct ordering of adjectives within sentences • Prepositional phrases • Complete sentences and editing fragments and run-ons • Correct spelling and capitalization • Commas and quotation marks to mark direct speech or quotations • Commas before a coordinating conjunction in a compound sentence	All grammar instruction is at grade level and is taught in the ALL Block section. Students are also using content that they are using in the classroom and are applying their skills with the content.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on: • Choosing words and phrases to convey ideas precisely • Choosing punctuation for effect • Differentiating between contexts that call for formal and informal English	Again, this would be found in the ALL BLOCK section. Students then apply the skills to the content they are already using in class. The worksheets are made with the content.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including: • Using context clues to unlock the meaning of words • Using Greek or Latin affixes and roots as clues to the meaning of words • Consulting reference materials to determine pronunciation or the meaning of words	Yes, all the concepts are taught within the content. The worksheets or practice sheets go along with the texts.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.	Yes, all the concepts are taught within the content. The worksheets or practice sheets go along with the 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):
All grammar instruction is at grade level and is taught in the ALL Block section. Students are also using content that they are using in the classroom and are applying their skills with the content.

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness. If grade four students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide a language framework for student participation in academic conversations, including the ability to: • Come to a discussion prepared • Follow agreed upon rules/roles • Pose and respond to specific questions to clarify or follow up on information • Review key ideas and explain their own ideas • Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases	All lessons include reading, writing, speaking and listening, and listening to one another's ideas throughout the lesson. There is always a focus question that helps to remind students about their purpose. All tasks have resources that build the supports that prepare students for the performance task which encourages students to make their own connections, build their own conclusions and inferences.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6b. *Presentation of Knowledge and Ideas.* Materials provide a language framework for student planning of effective presentations, focusing on: • How to report on a topic using evidence to present findings from their research • How to tell a story or recount an experience in an organized manner • How to use appropriate facts and relevant details to support main ideas and themes • How to speak in complete sentences when appropriate to the task and situation clearly and at an acceptable pace • How to differentiate between contexts for formal English and situations where informal discourse is appropriate	All lessons include reading, writing, speaking and listening, and listening to one another's ideas throughout the lesson. There is always a focus question that helps to remind students about their purpose. All tasks have resources that build the supports that prepare students for the performance task which encourages students to make their own connections, build their own conclusions and inferences.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
All lessons include reading, writing, speaking and listening, and listening to one another's ideas throughout the lesson. There is always a focus question that helps to remind students about their purpose. All tasks have resources that build the supports that prepare students for the performance task which encourages students to make their own connections, build their own conclusions and inferences.

ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS

While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of all grade four students, the materials must include supports for students to comprehend texts at the grades three through five-complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.

It is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames for student talk and writing • Repeated grammatical structures and language	Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives. Every other week students participate in word study and vocabulary lessons explained in foundational skills sections. The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions.	● 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)	Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives. Every other week students participate in word study and vocabulary lessons explained in foundational skills sections. The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions.	● 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	Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives. Every other week students participate in word study and vocabulary lessons explained in foundational skills sections. The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).	Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives. Every other week students participate in word study and vocabulary lessons explained in foundational skills sections. The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions.	● 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	Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives. Every other week students participate in word study and vocabulary lessons explained in foundational skills sections. The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions. Suggestions for next steps are found in "The Down the Road section" in each lesson	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):

Yes. Students participate in multiple activities that require student interaction using text evidence and building ideas upon peers perspectives.

Every other week students participate in word study and vocabulary lessons explained in foundational skills sections.

The teacher guide has protocols for engaging students and also tailoring activities of the lessons for students who struggle to read through various activites. All scaffolds and supports are explained in detail with each lessonand are given specific directions.

Suggestions for next steps are found in "The Down the Road section" in each lesson

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