15.ELA.11

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review

GRADE 3

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 three 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.)	I feel this Literacy series provides daily guidance and lessons about the texts being read. The read aloud portion of this series has great questions and prompts for teachers to lead discussions with one on one, paired thinking and talking, whole group, and small group lessons.	● 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.)	Although the materials provided are minimal for sampling, I felt the 3rd grade lesson plan provided showed excellent lessons for close reading of the text on Roberto Clemente. Passages were picked apart to give students deeper meaning to the main idea.	● 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.	I found more material for opportunities for on grade and below than I did for the high end of the range. I did see some great ideas to extend the learning which would be doable as high readers.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide instructional content and strategies for grade-level vocabulary acquisition.	In the sample week, vocab. Building is included on a daily basis with discussion and practice. Words to Know is a feature that has graphic organizers to help reinforce new vocabulary.	○ 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 feel this company strove to meet all of our standards and provides clear and user-friendly teacher directed lessons of a high quality. The texts and materials that I was able to view are rich and complex. It is not clear whether or not there is a text book or a series of small readers for this series.

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 three 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 three, 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 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.	There are 6 weeks of lessons in each unit. The theme given in the sample materials is on Determination and a passion for sports. Each week provides a different text on the topic and builds knowledge and vocabulary in a systematic way.	● 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.	I only could view one week's lesson plan of one theme. In the instructional design of the year, it appears to include a culturally diverse, high quality range of topics and themes.	○ 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: • Fables, folktales, and myths from diverse cultures • Stories, drama, and poetry • Multiple stories by the same author	Without more sample materials, it is hard to determine the extent of the literary texts. The series does claim to include fables, folktales, myths, stories, drama, & poetry and graphic organizers to assist in instruction and learning.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
1d.The range of informational texts include selections that: • Present historical events • Describe technical procedures • Present scientific ideas or concepts • Contain relevant visual representations of information • Contain at least two texts on the same topic	Claims made for this standard.	○ 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.	I feel, by the claims, that this series does do this. However, without more materials it is difficult to be specific.	○ 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 series claims to meet all of these standards. With only one week of one of the 6 themes available for sampling, I cannot verify this with specifics. The series does appear to meet or exceed this section of the standards.

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 three 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: • Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for answers • Recounting stories, including fables, folktales, and myths from diverse cultures • Determining the central message, theme, or idea of a text, recounting key supporting details • Describing the characters in a story and explaining how their actions contribute to the sequence of events • Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures • Make inferences	In each weekly lesson plan, questions/prompts are provided which are more than literal. The central theme is discussed and related to either previous themes from the current year or from past years in this series. Character traits and motivations are included as either discussion or for writing prompts.	○ 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 used in a text, including general academic and domain-specific words, and distinguishing literal from nonliteral language • Referring to parts of stories, dramas, or poems, using terms such as chapter, scene, and stanza, and how the parts build on earlier sections • Distinguishing their own point of view from that of the author, narrator, or characters in a text • Using text features and search tools such as keywords and side bars	I feel the vocabulary portion s of the presented lessons are strong. Academic vocabulary is taught such as : argument, cite evidence, claim, details, reason, support. Text dependent vocabulary is addressed in every lesson in the samples provided.	(●) 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: • Comparing and contrasting the most important points and details presented in two texts on the same topic • Comparing and contrasting the themes, settings, and plots of stories • Explaining how specific aspects of a text's illustrations contribute to what is described in words • Using information gained from illustrations	The pictures in the text do contribute to the meaning and theme of the lessons. The series' claims do appear to meet the integration of knowledge and ideas.	( ) 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 feel this series meets all of the standards of 2a-c. The information provided in the program overview shows this. Without the full year of lessons, it is difficult to give more explicit examples.

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 three, 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.	The daily writing prompts are explicitly connected to the texts. Graphic organizers help students to clarify their thoughts. Many of the writing assignments are quick writes called Write Now! Extended writing prompts/assignments are included teaching the 3rd grade expectancies of genres.	● 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 • 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	The culminative writing lesson included teacher modeling and an assignment to use dialogue from the text to explain the author's intentions and then directs students to shift to a personal narrative to show how the dialogue draws in the writer. The weeks lessons and workbook activities include daily work on dialogue.	● 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 narrative, informational, and opinion writing.		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade three writing standards, including: • Producing writing in which the development and organization are appropriate to the task and purpose • Developing and strengthening writing by planning, revising, and editing • Using technology to produce and publish writing, as well as to interact and collaborate with others Materials should also guide the teaching of specific components of grade three writing standards 1-3 (See CCSS).	I feel the daily lessons and weekly plan are excellent in guiding writing instruction to the grade 3 writing standards. The steps of the writing process are easy for teachers to follow. The series does include Literacy Pro and digital instruction besides the printed materials.	◉ 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: • Recalling information from experiences • Gathering information from print and digital sources • Taking brief notes on sources and sorting evidence into provided categories	The teacher manual does have suggested resources for students to gather more information related to the themes and topics. The Scholastic Literacy Pro is an independent digital program that focuses on student choice. I saw some but not extensive opportunities for short research projects.	○ 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 feel the writing component of this series is very good. I did not see enough materials to give it an extensive review for all components.

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 three 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.

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 three *Reading Standards for Foundational Skills*, including 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.)	There are sufficient materials with guidance to teach systematic foundational skills. Decoding, phonics, comprehension, and fluency are all addressed.	○ 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 • Identifying and knowing the meaning of most common prefixes and derivational suffixes • Decoding words with common Latin suffixes • Understanding multisyllabic words in context and out of context • Reading grade-appropriate irregularly-spelled words • Self-correcting using word recognition skills and context to confirm understanding	The daily lessons and student workbook both address word analysis and decoding. Vocabulary is taught, reviewed, and spiraled into future lessons. Directed lessons are strong and built on with a logical progression of difficulty. Spelling includes both regular and irregular word study. Self evaluation on reading and writing is a part of understanding for each student.	● 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.	I did not see poetry in the weekly lesson sample from the series. They do claim to provide grade level reading of prose and poetry.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).	The lessons provided did guide the teacher to help students make connections between the foundational skills, vocabulary, and meaning of words from the text.	○ 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 believe the materials do a very good job with foundational skills. From the materials provided, I do not see enough evidence to be more specific about regular practice. 30 of the 36 weeks of lessons have individual student texts but these were not provided in the samples.

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 three are designed to help build student understanding and use of: • Nouns (abstract, regular, and irregular) • Possessive pronouns • Regular and irregular verbs, and the simple verb tenses • Comparative and superlative adjectives and adverbs • Coordinating and subordinating conjunctions in writing compound and complex sentences • Commas (such as in addresses and with quotations in dialogue) • Correct spelling and capitalization, applying knowledge of spelling patterns and generalizations in writing words	The lessons provided did show daily instruction of nouns, verbs, and adjectives. Word work with spelling patterns was also provided.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on: • Choosing words and phrases for effect • Recognizing differences between the conventions of spoken and written English	The lesson provided had a good end of the week activity using dialogue and emphasizing exclamation marks. The activity was a pretend announcer/new person giving an interesting (via strong phrases and expression). I felt this helped to teach spoken and written 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 affixes and roots as clues to the meaning of words • Consulting glossaries or beginning dictionaries to determine the meaning of words	The lessons and the student workbook supports strategies to develop vocabulary acquisition. I did not see references to glossaries or dictionaries. It could be the sample weekly lesson just did not include this skill.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.	I liked the indepth prompts and discussion opportunities to develop understandings of word relationships and nuances. The student workbooks also have practice.	● 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 feel this series probably has an outstanding progression of lessons designed to teach word skills. The lessons provided included some of the required instructional skills. The overview of this program states that the language standards are well-covered. I just did not have enough material to analyze more.

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, as outlined in the standards. If grade three 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 that guides 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 conversational, general academic, and domain-specific words and phrases	Speaking and listening are included. Students are asked to participate in collaborative discussions. They are encouraged to discuss key ideas, point of view, and use academic and domain-specific words and phrases. I did not see lessons which include rules/roles for discussions.	○ 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 • How to use appropriate facts and relevant details to support ideas • How to speak in complete sentences when appropriate to the task and situation		○ 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):
Scholastic Literacy series has a wide variety of materials and provides teachers with adequate lesson on teaching reading and writing. I do feel it provides instruction in expressing one's feelings/viewpoint about the text. I would need to see more lessons to have a stronger understanding of the lessons.

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 three 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.*

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 • Repeated grammatical structures and language	Each lesson has appropriate information for the teacher for support different levels of ability. I do feel it is stronger for the struggling reader than for the above grade level reader.	○ 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)	There are 3 digital components to support the lessons. The readers have good visual cues to help further the understanding of the text. The texts are not available in digital form. There are school and home activities provided on digital medial.	○ 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	The lessons sampled give clear step by step directions for the teacher. As the year progresses, the claim is the level of difficulty increases and strengthens students reading and writing levels. Teacher manuals give strategies to support student learning. There are a variety of assessments available for teachers to clearly understand their students' abilities and reading level.	○ 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).	There are read aloud, micro workshops, small reading group time frames within a 90 minute planned ELA day. There is digital support, student workbook, and leveled reading opportunites. Paired and small group collaboration is encouraged. Home support is provided digitally.	○ 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	A variety of assessments including running records, reading interest survey, word knowledge inventory, student teacher conferences, and comprehension. There is a data base to keep track of this information.There are reports available that include word knowledge reports, listening comprehension reports, reading assessment reports. These reports give a class profile, group report, & individual student profile and progress. I did not see performance tasks aligned to SBAC. The program does claim reading selections and questions that progress in a logical sequence for gradual release. It does have remediation suggestions.	○ 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):
It would be difficult to give "extensive" as a rating for this program since limited materials were provided to sample. I do feel the series covers all of the standards as stated in the claims. It recognizes that reading and writing are linked to student development. It offers students the chance to score themselves in their writing efforts. I do like the whole group approach for teaching the major components since this allows students to get equal instruction but then differentiate in small group and one on one lessons to raise their competency.

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