ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

25.ELA.2

WCSD 2018

Quality **Review**

GRADE 5

Washoe County School District

Every Child, By Name And Face, To Graduation℠

Council of the Great City Schools

COMPONENT 1: TEXT COMPLEXITY

The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts WCSD is considering for adoption. To address the grade five standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities English Learners, students who are performing at grade level, and advanced students).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text C1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)	Award winning texts and text exemplars. Excellent award winners and favorite authors!	● 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.)	Close reading routine is embedded at the beginning of each lesson. Flexibility with the student close reader allows students to work through the close reader on their 1st or 2nd read. Incredibly rich content, and academic language. A text complexity rubric is included at the beginning of each lesson - with Lexile, guided reading level. Qualitative measures are also included; meaning and purpose, text structure, language features, and knowledge demands - for each anchor text and paired selection.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts at the high end of the grades three through five text complexity band.	Through leveled readers, leveled through Irene Fountas, all students at every level - struggling, on and advanced levels are able to share the same theme and topic tied back to the anchor text.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level vocabulary acquisition as well as differentiated strategies for all students.	Instructional cards include photographs, contexts sentences and instructional routines to apply the new word. Leveled readers include lesson vocabulary, Shane Templeton's word study lessons grow student vocabularies and deepen comprehension. Language workshops lessons within each lesson also provide the skill and strategy instruction targeted to individual proficiency level.	◉ 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):

COMPONENT 2: QUESTIONS AND TASKS

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

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.	Found in the Student Book, Extended reading trade books (in print and online with audio), through the leveled readers and using the literacy and language guide.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1b. Text sets include a diverse range of high quality, culturally-responsive and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.	Culturally responsive teaching is built into each lesson, with support and a language workshop piece.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Drama and poetry • Stories from various genres that invite exploration of the treatment of themes and topics	Many samplings are included within each unit of study; Meet the Challenge, Wild Encounters, Revolution, The Power of Storytelling, and Under Western Skies.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts include selections that: • Present historical events • Present multiple accounts of the same event or topic • Provide technical information • Present scientific ideas or concepts • Contain relevant visual representations of information	Within each Unit of study (5 Lessons within each of the 5 Units) as well as with the leveled readers which complement the stories in the Anthology	◉ 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.	Complex text and rich themes, text structures, language features, and academic vocabulary are built in to the texts that build complexity across 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 and domain-specific words and phrases. Texts for grade five students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, "right there" types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Quoting from a text when explaining what the text says explicitly and making inferences • Summarizing text • Determining the theme of a story, drama, or poem from details in the text • Determining two or more main ideas of a text and how they are supported by key details • Comparing and contrasting two or more characters, settings, or events in a story or drama • Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts covered in informational texts	Formative assessments are built in to the whole group lessons, leveled readers, through differentiated comprehension during weekly small group instruction. Interactive Read-Aloud/Shared Reading mini lessons are also include.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as figurative language • Explaining how a series of chapters, scenes, or stanzas fit together to form the overall structure of a story, drama, or poem • Comparing and contrasting the overall structure of two or more informational texts • Analyzing multiple accounts of the same event or topic, noting similarities and differences in point of view and describing how point of view influences how events are described	Students are guided through the lessons to attend to the text in multiple way as well as explaining and analyzing text.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Drawing information from multiple print or digital sources • Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text • Comparing and contrasting the treatment of similar themes, topics, and patterns of events • Comparing and contrasting stories in the same genre on their approaches to similar themes and topics • Explaining how an author uses reasons and evidence to support points • Integrating information from several texts on the same topic		(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak

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

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

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	Each unit provides focused instruction on how to write in particular genre using writing traits. After each anchor text, students use the evidence they gathered to craft a story, explain a statement or support a claim.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Writing opinion pieces on topics or texts, supporting a point of view with reasons and information • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events	Text dependent questions are the basis for writing and include genre writing, writing to sources an writing for performance tasks.	● 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.	Anchor texts anchor the instruction throughout the lesson including grammar and writing. Within the Anchor Text, the skills are taught at a pace which gives students the time to dig deeper and analyze core text and writing to sources.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade five writing standards, including: • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills Materials should also guide the teaching of specific components of grade five writing standards 1-3 (See CCSS).	Specific and explicit support is given to teachers in the teacher's manual as well as the online support and Literacy and Language Guide. In the back of the Writing Handbook there are writing Handbook Mini-lessons designed to complement the writing instruction in the reading program as well as meet the academic standards for writing.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Using several sources to investigate different aspects of a topic • Recalling relevant information from experiences or gathering information from print and digital sources • Summarizing or paraphrasing information in notes and finished work • Providing a list of sources • Drawing evidence from literary or informational texts to support analysis, reflection, or research	The materials in the writing handbook mini-lesson consists of two components; a handbook for students that they can refer to as a resource as well as practice writing in throughout the year, and a teacher's guide that supports instruction by providing a mini lesson for every handbook topic.	● 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 IV: FOUNDATIONAL SKILLS

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade five *Reading Standards for Foundational Skills*, including instruction in phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)	Each day and each phonics lessons includes instruction with explicit modeling, guided practice and application. Differentiated small group lessons use the gradual release model to reinforce skills. Daily Tier II intervention material is also included in the Teacher's edition.	(●) 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	Literacy and Language Guide by Shane Templeton includes an instructional focus, read aloud passage, reading selection, word study, writing, and guided reading option to connect literacy and language.	(●) 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.	Both the anthology and Leveled Readers allow for practice. Each of the leveled readers include running records for teachers to measure the rate and expression for each passage.	◉ 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).	Connections are guided through the leveled readers and Anthology passages.	◉ 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 V: LANGUAGE

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade five are designed to help build student understanding and use of: • Conjunctions (including correlative conjunctions), prepositions, and interjections, including knowing and explaining their function in a sentence • Correct verb tense, including perfect tenses, to convey various times, sequences, states, and conditions • Correct spelling of grade-level words • Commas to separate items in a series, separate an introductory phrase from the rest of a sentence, to indicate direct address, or to set off tag words or questions • Underlining, quotation marks, or italics to indicate titles	Resources are available online as well as through the Literacy and Language Guide in the Writing Handbook Mini-lessons.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on: • Expanding, combining, and reducing sentences • Comparing and contrasting the varieties of English dialects and registers used in stories, dramas, or poems	Found in the Writing Handbook Mini-lessons and in reference to the anchor texts.	◉ 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	Vocabulary acquisition skills are included at the beginning of each lesson. Language support cards activate prior knowledge, front load vocabulary an teach academic vocabulary.	◉ 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.	Explicit correlations within the lessons allow opportunities for students to develop language. The language workshop teachers guide includes weekly l;lessons to scaffold activities that support language development in reading, writing, listening and speaking.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

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

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide a language framework for student participation in academic conversations, including the ability to: • Come to a discussion prepared • Follow agreed upon rules/roles • Pose and respond to specific questions to clarify or follow up on information • Review key ideas and explain their own ideas • Differentiate between contexts for formal English and situations where informal discourse is appropriate • Use accurate, grade-appropriate general academic and domain-specific words and phrases	The Language workshop is designed to support all levels of proficiency and align with the WIDA proficiency levels. Specific to day two students work with their peers to expand their knowledge and engage in meaningful conversations about the lesson topic and text.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6b. *Presentation of Knowledge and Ideas.* Materials provide a language framework for student planning of effective presentations, focusing on: • How to report on a topic or text using evidence to present findings from research • How to present an opinion • How to sequence ideas logically • How to use appropriate facts and relevant details to support ideas • How to use descriptive details to support main ideas or themes • How to use multimedia components • How to adapt speech to a variety of audiences	Using the language workshop, students discuss the written or spoken product. Students participate in activities to help them reflect on the key aspects of what they have learned.	◉ 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 five students, the materials must include supports for students to comprehend text at the high end of the grades three through five text complexity band. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments. These assessments should provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames for student talk and writing • Repeated grammatical structures and language	All leveled readers are differentiated with conversations and questioning around the same. The anthology provides ways to support student learning with each lesson.	● 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)	HMH player allows students to access content offline and then synch work when they return online. Teachers can customize or create new lessons. From the teacher resources students select interactive lessons with videos, informational content and student driven interactive lessons.	● 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	Text X-Ray prepares students to use the anchor text. It is found in the preparation for complex texts in order to plan, support and scaffold instruction for students to understand the text's key ideas, and academic language features.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).		● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7e. The materials include assessments along with: • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release[1] • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind	Standards based assessments resource for benchmark assessments and items typically found on high stake tests are on the online dashboard, as well as hard copy.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

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

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