ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review
GRADE 2

WCSD 2018

Washoe County School District
Every Child, By Name And Face, To Graduation℠

™

Council of the Great City Schools

COMPONENT 1: TEXT COMPLEXITY

Assessing text complexity in the early grades begins in grade two. The guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts—particularly anchor texts— WCSD is considering for adoption. Anchor texts are materials designed to serve as the central unifying tool for the development of reading comprehension. Reading materials, texts, and other materials in grade two need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English Learners, students who are performing at grade level, and advanced students). For student reading materials in grade two, refer to the Alignment Criteria for Foundational Skills *(4a – 4d of this document).*

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text C1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.) p.37-62	Most of the text is commissioned or Permissioned according to publisher provided material. Only 1% of text is published/public domain. The relationship between ideas is partial - many of the texts are not connected to them Unit Theme and seem random. for example Unit 1 is titled Neighborhood Visit: Lesson 1- The Topic is Animal Traits. Lesson 2 the Topic is Family Time (not connected to the Unit). Lesson 3 Topic is back to ANimal Traits. Lesson 4's Topic is Getting Along With Others and Lesson 5's Topic is Places Around Town. The lessons do not build knowledge around the Unit's Theme nor do the lessons build knowledge about any one topic - two focus on animals the others are random. Lesson 1 Essential Question is "What is a Perfect Pet Like?" - Not a high leverage essential question and again don't build knowledge beyond the individual lesson. The Domain is Life Science and Lesson Topic is Animal Traits. Lesson 2 Essential Question: What are some things that families like to do together? The Domain changes to Social Relationships. Lesson 3 Topic is is back to Animal Traits	○ 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.)	Building Knowledge is a key requirement of our CCSS/NVACS: Shift 3: Building Knowledge through content-rich nonfiction. Journeys does not provide students with the content rich literature necessary to meet this requirement. The topics are not necessarily topics worthy of gaining knowledge of. Some of the text identified as non fiction is actually realistic fiction (example:). This limits students from getting regular practice with complex non-fiction text and building knowledge through content-rich non-fiction. The Themes are often not high leverage ones and many of the lessons don't connect to the theme. For instance: the Decodable with Lesson one is titled: We Camp - it's about camping not connected. The vocab in the lesson focuses on animals: collars, floppy, drooled.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts in the grades two through three-text complexity band, as well as texts that directly address the *Alignment Criteria for Foundational Skills* (4a-4d of this document). Read-aloud texts should measure above the grades two through three-text complexity band. p. 31 50% informational 50% literary Anchor Standards 1-10	Good mix of information a literature: 41% Lit and 59 Informational according to publisher. BUT found that some of the non-fiction labeled text is actually realistic fiction (Examples: This limits students interaction with non-fiction text. Higher levels of complexity are evident in science and social studies text. Literature doesn't feel complex Text that are complex are scaffolded greatly. There is a Preview the topic, Talk About It, Think Alouds, Scaffold Close REading - all before text is ever read. A lot of heavy lifting. If they do have complex text, they should be aloud to grapple with it without so much scaffolding in each lesson. S are ask text -self connections - found no text to text connections. Text within the 2-3 complexity band The texts in the anthology are low level with headings such as "What is a Dog?""What Does My Dog Eat". P. 82	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Vocab is within each lesson and not revisited. Writing does not connect vocab but focus on a writing skill. There is a year long plan to build vocabulary but it's not cohesive and vocab doesn't connect across text within the unit. They are all the same within the 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):

COMPONENT 2: QUESTIONS AND TASKS

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

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a.The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in grade two. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests and are likely to foster independent reading.	There is an Anchor Text and a Paired Selection, but no Read Aloud in this series. So students do not have the opportunity to listen to text at their listening comprehension level and build vocab at a level higher than their own reading levels. See earlier comments about Units Titles, Domains, Lesson Topics and Essential Questions being very disconnected and do not build knowledge across the Unit.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
1b. Text sets include a diverse range of high quality, culturally-responsive and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts. Text sets are connected to content.	Texts are not consistently connected to the content across the unit as the Unit Lessons are not connected. There is no building on vocab with one Unit Theme. For Example: Unit 1: Lesson 1 - Domain Life Science. Lesson Topic Animal Traits. Essential Question: What is a perfect pet like? Lesson 2 - Domain Social Relationships. Lesson Topic: Family Time. Essential Question: What are some things that families like to do together? Lesson 3 - Domain Life Science. Lesson Topic: Animal Traits. Essential Question: Why do pets need to be healthy and happy? Lesson 4 - Domain Social Relationships. Lesson Topic: Getting Along With Others. Essential Question: How Do Good Friends Act? Lesson 5 - Domain: Community. Lesson Topic: Places Around Town. Essential Question? How is a school like a community? More of same in Unit 4, 2, - Minimal high leverage topics and Lesson within Units are not connected: Unit 3 Is titled "Tell Me About It. Lesson 11 - Domain Social Relationships. Lesson Topic: Animal and Human Interactions. Essential Question - Topic - How do people and animals help each other? Lesson 12 - Domain The Arts. Lesson Topic Music. Essential Question What are different ways to enjoy music. Lesson 13Domain Culture. Lesson Topic School Differences. Essential Questions How are some schools different from others? Lesson 14 - Domain Communication. Lesson Topic Special Ways to Communicate. EQ: How can you communicate in differerent ways?	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Stories, poems, and songs • Fables and folktales • Multiple versions of the same story by different authors or from different cultures	There is a wide variety of text but I would not consider them rich or engaging. Like What is a Dog? What is Music?	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
1d.The range of informational texts include selections that: • Present historical events • Present scientific ideas or concepts • Describe technical procedures • Contain relevant visual representations of information • Contain at least two texts on the same topic • Contain various text features such as glossaries, indexes, and icons	There is a range, but lacking multiple texts on the same topic - there are usually two in each lesson but since each lesson is disconnected from the previous or next lesson the texts to not connect so lack of building knowledge through multiple text on the same topic. Students are limited to two text.	○ 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.	Comprehension is differentiated and often over scaffolded. The struggling reader instruction varies greatly from the expectations of the on level reader. Since text is disconnected, building vocab on a single topic is limited (research shows that knowledge of content increases vocab 4x greater - as knowledge increases so does comprehension)	○ 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):
With no consistent Unit Theme and lesson that go with that one theme, building deep knowledge on a single topic does not happen. Therefore building and expanding vocab throughout the year also doesn't happen.

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Asking and answering questions about who, what, where, when, and why • Recounting stories and demonstrating an understanding of their central ideas, message, or lessons • Describing how characters respond to major events and challenges • Identifying the main topic of multi-paragraph informational texts as well as the focus of specific paragraphs • Making connections between historical events, scientific ideas, and technical procedures presented in a text	Most of the questions do ask students to refer back to the text. The end of the unit tasks are always the same - writing.. It usually ask S to do the same thing - compare two text. . The writing does ask for evidence from the text in some manner. They always answer 3 types of questions text-text, text-self, text-world. The text-text questions seem to only be asked in the anchor text. Questions the same - compare two text how are they alike/diff.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Describing how words and phrases supply rhythm and meaning to stories, poems, and songs • Describing the overall structure of a story • Acknowledging the differences in characters' points of view • Determining the meaning of words and phrases in grade two reading selections • Identifying the main purpose of an informational text • Recognizing and using various text features (such as headings and glossaries) to locate information	Some prompts in the tasks can be answered without referring to the text or even reading the text. The task is always connected to a writing skill like write a story or infomational paragraph	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
2c. *Integration of Knowledge and Ideas.* Questions and tasks that accompany the text require students to explicitly attend to the text, including, but not limited to: • Using illustrations and words to access information, explaining how specific images contribute to understanding • Describing the reasons authors use to support specific points in a text • Comparing and contrasting important points from two texts on the same topic, or two versions of the same story	The tasks are always the same basically - writing and comparing two text from the same lesson so limited tasks that actually show knowledge of content. A lot of text-self questions. The same amount of time is given for higher level text as given to lower level 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):
Broad theme/Topics - with some science and SS with multiple topics in each unit all disconnected. No coherent sequenced sets of text-based questions. Text dependent questions are only asked during the reading of text not in writing. The essential questions rarely require students to refer to the text or maybe even read the text in order to successfully answer.

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what Students are reading, and materials are organized to elicit responses to sources in age-appropriate ways. This might include activities such as dictation or making pictures to express thoughts in addition to writing, with support from the teacher.	A lot of the writing assignments are not connected to the text. Write a paragraph that give your opinion about something you like. This prompt does not connect to the text in any way. The focus is on the skill of opinion writing. A lot of writing is asking for students personal opinion and does not demonstrate student knowledge or require them to connect/refer to the text	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Opinion writing, in which students state an opinion and supply reasons that support the opinion, using linking words to connect opinion and reasons • Informative/explanatory writing, in which students introduce a topic and use facts and definitions to develop points • Narrative writing, in which students recount events with details to describe actions, thoughts, and feelings	Culminating writing tasks are writing skill focused. They do write different types of writing but prompts are not always connect to text. The TE has not a lot of guidance/support.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
3c. Reading materials can serve as models to explore writer's craft and support student production of grade-level opinion, informational, and narrative writing.		○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade two writing standards, including: • Focusing on a topic and strengthening writing as needed by revising and editing • Using a variety of digital tools to produce and publish writing, including in collaboration with peers	There is support/guidance in the TE	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to participate in shared research and writing projects, including: • Recalling information from experiences • Gathering information from provided sources	Unit 5 Research Project asks students to write an informational essay about an animal of their choice. The topics in Unit 5 cover a wide range and are, again, like the other Units, not connected. They range from Animal Development, Following Directions, Visual Arts, Traditionals Stories, Life Cycles. So the culminating Research project does not, in any way connect knowledge built over the unit. Instead it asks them to write about one topic - maybe the first, animal development. The tasks also does not ask them to reference any text. Shift 2 - Writing grounded in evidence from the text is not met	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
Writing is not connected to the text. End of unit Writing projects are usually the same and do not increase in rigor over the year. Very few task ask students to demonstrate knowledge from text. Little focus on research skills.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Effective foundational skills instruction in grade two includes explicit and systematic lessons and diagnostic support in concepts of print, the alphabetic principle, phonics, phonological awareness, vocabulary development and word recognition, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Building these foundational skills must be contextualized within the materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a. Materials provide teachers with guidance and support for explicit and systematic sequenced instruction of the grade two *Reading Standards for Foundational Skills*, including phonics, phonological awareness, letter recognition, word recognition, and reading fluency in a research-based and transparent progression. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational reading skills.)	FS does seem to be sequenced and systematic. Writing does not connect phonic skills from that week. Teacher does not model phonics as she models writing - missed opportunity. Small Group Fluency only has "All Levels" no suggestions for students who are struggling with their fluency.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
4b. Materials include a variety of opportunities that allow for systematic and frequent practice of all foundational skills through such features as engaging texts, games, digital materials, etc.		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4c. Materials provide regular practice in encoding (spelling) and decoding (reading) the sound symbol relationships of English.		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections Between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).		○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

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

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

ALIGNMENT CRITERION V: LANGUAGE

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a.There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade two are designed to help build student understanding and use of: • Nouns(including collective and irregular plural nouns) • Reflexive pronouns • The past tense of frequently occurring irregular verbs • Adjectives and adverbs • Complete simple and compound sentences • Commas in greetings and closings • Apostrophes to form contractions and possessives • Correct spelling, applying knowledge of spelling patterns in writing words • Capitalization of holidays and other proper nouns • Reference materials such as beginning dictionaries to check spellings	The very first lesson of the year has a grammar focus of Subjects and Predicates. Not appropriate for beginning of the year. There is at least on dictionary lesson. There are grammar lessons within each lesson for example Unit 5, Lesson 21-25 progress through What is an adjective, using adjective, irregular verbs action verbs.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.		○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including: • Using sentence-level context clues to unlock the meaning of words • Using prefixes and roots as clues to the meaning of words • Using knowledge of the meaning of individual words to predict the meaning of compound words • Consulting glossaries or beginning dictionaries to determine the meaning of words		○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
Vocabulary Acquisition and Use 5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.	Vocab lessons within 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):

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide an embedded/integrated language framework that guides student participation in academic conversations, including the ability to: • Agree on rules for discussion • Link ideas to the remarks of others • Recount key details from texts • Ask and answer questions to deepen understanding • Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Few guidance and protocols about discussions. Day 5 of some lessons have S&L section however lesson activity doesn't always ask student to use the target vocab. Text X-Ray in Prepare for for complex text academic language - this is highlighted only as an EL support, not Tier 1 isn't for all students or connected to speaking and listening. Extend the Topic is the same - speaking and Listening activity have directions that are initial and give no examples or scaffolding. During S & L discussions during weekly read aloud the protocols are missing for discussions and follow up questions are limited. Students are not provided a lot of opportunities to discuss knowledge gained or text.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
6b. *Presentation of Knowledge and Ideas.* Materials include tasks that promote oral responses in a range of collaborative discussions, and support students with: • Telling a story or recounting an experience with relevant facts and details • Creating audio recordings or visual displays to add details • Speaking in complete, coherent sentences	For instance students are directed to have a classroom conversation about Tiger in the Water. Guide children to ask questions about what they heard. Then expand the conversation to other stories students know. There is no support to the Teacher that would allow for a successful discussion - protocol, etc is missing. Connecting to other stories students know has nothing to do with S&L about the actual text they are hearing.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

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

ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS

While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms. In order to meet the reading, speaking, and writing needs of ***all*** *grade two students, the materials must include supports for students to apply concepts of print, phonics, vocabulary development, syntax, and fluency in comprehending texts. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

Scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames • Repeated grammatical structures and language	Differentiation Intervention - Curious About Words (oral Lang and vocab) - 150 days of intervention Intervention: Write-In Reader- Tier 2 strategic intervention lessons and scaffolded content INtervention - HMH Decoding Power: Intensive Reading Instruction - Tier 3 intensive intervention. I read - not part of program but an addition - a double dipping of phonics. It's independent software students use for 20 minutes each day. - Similar to Read 180 Additional Intervention: System 44 Next Generation - grades 3-12 Advanced Learners: Small Group Planner pages in the TE include both teacher-led and independent options. Literacy Centers have 3 skilled levels for each activity. EL: ELL Journey's Leveled Readers designed for ELL - covers same topic and vocab as the anchor text, audio text available, English/Spanish glossary is in the Student Books. Also, Language Support Cards build background info, promote oral Lang. Annotations for ELs are in the TE that include scaffolds such as cognates Language workshop - a curriculum for daily instruction of ELs - not sure if this is part of program or a supple tall/addition.	○ 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)	S & L protocols are weak - teacher supports around discussions is not evident. There are digital versions of text, maps and photographs	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7c. The materials are designed to support teacher instruction by use of: • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text • Strategies to gradually increase difficulty as students' skills strengthen • Strategies to support student acquisition of knowledge supporting specific common core standards • Clear and detailed teacher directions and guidance for introducing new concepts and skills • Clear guidance for documenting student progress toward meeting grade-level standards	Weak or Missing - see previous comment. There are Differentiations but not a lot of specific strategies that teachers can use to support knowledge building/CCSS. Clear guidance is not strong.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak
7d. The materials provide support for students with varying learning styles and modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).	Digital resources available.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
7e. The materials include developmentally appropriate materials and instructional sequences specifically designed for students in the primary grades (such as role-play, songs, games, etc.).	Some of the materials are below level interest for students. Lack of cohesive topics/lessons have students all over the place with their knowledge building.	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7f. The materials include assessments along with: • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release[1] • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind	Assessments includeScreening and Diagnostic, Benchmark Test, Running Records, Qualitative Spellling Inventory, Test of Silent Contextual Reading, Formaative Assessments, - Weekly, Unit test, Text-Text Tasks Standards Based Assessment, Language workshop assessments	○ 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.