15.ELA.2

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.)	The fiction and nonfiction stories are rich with characters that gives ample opportunity to discuss character traits and motivations. The teacher guides give plenty of suggestions for lessons and discussions on ideas, concepts, and styles of writing.	● 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.)	Most of the stories have close reading opportunities. The rich content of the fiction includes passages worthy of close reading because of the teachable content and language.	● 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.	All lessons in the series provide opportunities to scaffold lessons with above grade level suggested lesson ideas and challenging materials.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide instructional content and strategies for grade-level vocabulary acquisition.	All lessons have on level instruction plans for reading abd vocabulary acquisition. There is some whole class instruction which is a perfect fit for the on level readers, too. Opportunities are provided to go indepth for vocab. Both print and multi-media modes have co	○ 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 really like this series because it covers these standards very well. Scaffolding and vocabulary acquisition planned lessons are presented in each story of each unit.

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 is an extensive range of materials provided in each theme. The lessons toward the end of the year have spiraled from concepts, skills, & fluency lessons earlier in the year.	● 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.	Journeys provides a rich diversity of our global society. The teacher's edition gives many ideas for plans which respectfully represent diverse global backgrounds. Each grade level has numerous texts which are appropriate connections for students to the world outside of our community and country. Teacher prompts and guided questions provide opportunities for discussion and reflection by the students.	● 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	There are numerous examples of multiple stories by the same author. In Theme 4, for example, there are two stories by Judy Moody, both are texts of humorous fiction.	◉ 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	I am impressed with the variety of informational texts. Wide ranging topics include standard based units in science and social studies. 3rd graders will love the visual representations and the texts which are well presented. For example, there are multiple texts are included about the environment with many writing and discussion suggestions for the teacher.	◉ 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.		○ 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 find the materials to be multi-faceted in their depth and variety of topics. The teacher's manual provides ample suggestions to be inclusive in every way--culturally, interests of 3rd graders, & scaffolding opportunities to engage all readers.

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	There are multiple suggestions for teachers to ask student to demonstrate their understanding of the texts. Recounting, discussing, partner sharing, quick writes, and direct lessons are provided. 3rd graders are learning about character traits and motivations and this series provides ample opportunity to learn how to determine the central message or idea of the texts.	● 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	Vocabulary words are presented in context so students develop and understanding coinciding with the texts and lessons. Point of view is discussed in many lessons so students can begin to analyze text and form their own opinions. All texts have side-bars which encourage deeper thinking, writing, and discussion of the ideas presented.	(●) 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	Each week's lessons include a compare/contrast lesson which prompts discussions whole class, with partners, and ELL support for this skill. Each page of the Teacher's ed. Provide discussion points for the illustrations.	(●) 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):
AI feel this series has an excellent presentation of teacher's materials which lead the teacher's to integrate ideas and iknowledge. Many opportunities are presented in each lesson to drive instruction for students to attend to the text for indepth understanding.

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.	Writing assignments are provided in context of the student's reading. There are quick writes and two week writing process assignments during the last weeks of a theme. This provides time for students to grow their knowledge on the lessons and texts and better prepare them to acquire writing skills required in our standards.	● 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 excellent questions provided for the teacher discussions guide all students to prepare for the major writing pieces of each unit. Opinion pieces with points of view are in the 2nd and 4th units of this series. Both response to literature and persuasive essays are included.	● 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).	The writing instruction is excellent. It appropriately develops student writing in all genres of 3rd grade standards. There is a day to day lesson plan for each form of writing. As the year progresses, the lessons spiral in complexity and expectations. Writing lesson development is easily understood whether the teach is experiences or a novice. Technology resources are available for all lessons, including WriteSmart which is an online writing component of the program.	◉ 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	At the beginning of each theme, the T.E. Provides students with multiple opportunities to develop and publish collaborative research projects of varying lengths. For example, in Theme 4 students are instructed on not taking on research projects using a variety of resources including books and the internet.	○ 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 instruction for teachers to teach all genres of 3rd grade writing standards is clear and provides ample opportunity for students to gain these skills. I really like the HMH approach to writing supporting the content read.

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 is systematic instruction with scaffolding for all abilities provided in every daily lesson. The teacher's ed is clear and provides multiple opportunities to teach all foundational 3rd grade skills. Fluency, phonics, and word analysis are logically developed as the year progress.	● 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 vocabulary instruction is excellent with both printed text and online/white board lessons provided. Vocabulary is related to the texts. Decoding instruction with regular and irregular prefixes and suffixes is included. Multisyllabic words are taught both in and out of context. I find the gradual release of information is systematic and user-friendly throughout each theme.	● 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.	There is some use of grade level poetry included in student texts but I do not feel it is extensive.	○ 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).	Text-dependent questions are provided for the teacher for every lesson. The foundational skills section of the lessons connects the skills to the texts in a logical progression of the skills and information.	● 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 find the texts and teacher support of the text is outstanding. Students receive grade level appropriate and scaffolded reading instruction in all areas of teaching reading.

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 directed lessons and the activity workbooks for students address nouns, pronouns, verbs and verb tenses. There is extensive work with adjectives, spelling, patterns, and applying what is taught to writing.	● 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 writing handbook lessons especially directs students in guided writing to use appropriate language. Also, I notice the instruction on nouns and adjectives which encourages children to increase their ability to create interesting and colorful phrases in their writing. I did not find a lot of information on the spoken vs. 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	A glossary is included in both Vol. 1 & 2 of the student texts. All lesson plans include vocabulary instruction with most weekly plans directing students to consult their glossary for help in understanding the meaning of words. Weekly lesson plans include direct instruction in using affixes and roots of words to determine meaning.	◉ 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.	Both the teacher manuals and the student workbooks provide instruction and practice in word relationships and nuances in meaning. Almost all of the weekly text instruction includes strategies to understand structure of words and 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 really like these materials for their ease in planning and delivering instruction of vocabulary building and development as a spiraled and deliberate program. The language acquisition skills are systematic and clearly presented.

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	Journeys provides development and strengthening of speaking and listening skills. The t.e. Provides guidelines for discussion in a classroom. This includes instruction on teaching how to listen and respond to others' opinions and thoughts in a discussion. Students are encouraged to explain their ideas and thinking in a safe group atmosphere.	● 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	Teachers are provided with lessons teaching 3rd graders the skills to verbally report on a topic after research. Also, there is frequent inclusion of retelling stories and recalling relevant past experiences to a theme or idea. Oral discussions are woven in the lessons throughout the series. There are digital speaking practice lessons for students which provide recordings of the students ideas and these recording may be replayed for study, evaluation, or class sharing.	◉ 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 speaking and listening components of the Journeys series systematically develops the student skills needed to achieve benchmarks and the goals of the standards for our grade level. Lessons include think/pair/share, classroom and small group discussions and require students to be fully involved with material presented.

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	There are daily opportunities to discuss the texts in academic language. The guided questions use different depth of knowledge techniques to reach all students with a complex discussion and thought process when analyzing the reading materials. Scaffolding instruction is provided throughout the series so all readers can connect to the core content. Increased complexity of grammatical structures such as word play, conventions of grammar are included in most lessons. The leveled readers are linked closely with the texts and provide the teacher with the tools needed to give individual and small group instruction.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
7b. The materials include student supports such as: • Multiple digital and media versions of texts • Illustrations • Graphs and charts • Maps and photographs • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur)	The digital and media versions of texts are easily available online. The white board lessons support the teacher ed. Lessons and have excellent photographs and visual displays which give meaning to the texts. If students have digital access in the classroom, they can gather more support the the topics and themes with related materials.	◉ 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 teacher materials are outstanding. Although there is a lot of materials and guides, I feel all teachers can clearly understand the materials and will see that the standards are well-addressed. Strategies for learning in all areas of ela are presented in each week's lessons. There is information on the standards correlation both online and in the teacher manuals. There is a guide to the alignment of the Nevada standards to the series listing which standards are covered in each lesson.	● 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).	The wide variety of materials is impressive. There is student learning support through printed texts and workbooks, digital references and lessons to enhance the lessons taught. The leveled readers and trade books (3) provide different modalities for learning to read, write, speak, and listen.	○ 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	The series includes excellent screening assessment, formative, progress, and summative assessments. Teachers can pick and choose which tests they wish to use. Also, weekly tests, running records, and cold reads provide both formal and informal information about student progress. There are digital and print forms for testing. The assessments are opportunities for students to demonstrate their progress. Enrichment tasks for on level students are provided in weekly lesson plans and on the digital media. The reading selections and the corresponding questions increase in complexity for a logical and gradual release of information and student expectations. Remediation plans are included in each weekly lesson including the fluidity of guided reading groups.	● 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 have found Journeys to include designed lessons to encompass all of these addressed standards for this portion of the evaluation. The scaffolding provides genuine instruction to reach all readers and the assessment component is extensive. Teachers have options to do a lot of the testing online or in a printed form.

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