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	Thre is a Best Practices section that goes over all the routines with very explicit examples for Teacherss to develop a shared understanding, the reserach behind and best practice strategies. In the TE for each unit there is a Program Resource, Skills At a Glance, Weekly Planner, Weekly Learning Stations that address Speaking & Listening, Lang & Vocab, Writing, Cross-Curricular, Reading and Intervention. There is also a weekly daily spelling and work work page, Daily Grammar, Daily EL Support Each Daily English Learner Support Weekly page contains a color coded differentiation key with colors noted along with specific interventions for beginning, intermediate and advanced learners. Provides both CCSS and NGSS standards at the beginning of each Unit Opener. There is a Student Anthology, Interactive Read Aloud, Big Books, Build background and Video, Academic Talk Language Frames and Sing with Me Language Songs. Authentic text is the leveled readers. There are Language Builder Picture Cards, A separate Phonics component "Reach into Phonics Foundations Teachers Edition and Decodable texts (black line masters). There is also a Sing With Me Phoinics Songs, Phonics Picture Cards, online word builder, sound/spelling cards, Read on your Own Decodable Books (color) 4 Week units built around science or social studies.	● 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.)	Leveled library includes NG exclusives and authentic texts (The Very Hungry Caterpillar). Also Read With Me big books and Read on Your Own Books (DECODABLES) Multiple interactions with the text. Read Alouds look like they are on a flip chart. Best Practices Section with Routines: Phonological Awareness, Decoding, Dictation and Word Work, High Frequency Words, Speaking and Listening, Reading, Vocab, Writing, Phonics Practics, etc. BP1-42 Some texts are published, but most are from NG. The Themes are: Unit 1: Hello Neighbor? Big Question: What is a Community? SS Focus on Comminity Workers Unit 2: Staying Alive. BQ: What does it take to survive? Science Focus: Animal Adaptation Unit 3: Water for Everyone. BQ Where does Water Come From? Science Focus on Water Cycle Unit 4: Lend a Hand. BQ What are our responsibilities to each other - Social Studies focus on Good Citizenship/ What Makes Us Different Unit 5: Everything Changes. BQ Why is nature always changing? Science Focus - Cycles in Nature/Seasons and Weather Unit 6Better Together BQ Why do people work together? SS focus on Cooperation/Working for the Common Good Unit 7:Best Buddies. BQ How do living things depend on each other? Science focus - Animals and their basic needs. Unit 8: Our United States. BQ What does America Mean to You? (Don't like this BQ). SS focus on customs, symbols, celebrations, landmarks, national identiy. Unit lessons are connected and builds knowledge throughtout.	● 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	The majority of the themes are science and social studies but literature is dispersed throughout each unit. Lexile levels are provided in each lesson along with Guided Reading Level & Genre. The lesson has Reading, Writing, Speaking & Listening Objectives.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Vocab is introduced with explicit instruction on acquiring. S attention is directed back to the key vocab when they read, through text dependent questions, during on demand writing, a	○ 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 program is definitely heavy on science and social studies. Not enough attention given to literature. Themes are strong and worthy of study/knowledge building around. Lessons all connect back to theme with text dependent questions throughout. Writing is not grounded in evidence from the text, however.

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.	Unit 1, Lesson 1 - Quinito's Neighborhood - hispanic boy with parents with diverse jobs Lots of opportunity for speaking and listening about topics within each lesson and building knowledge. Heavy emphasis on Science and social studies themes however literature is embedded within - see Teacher's Edition, "Genre's at a Glance at the beginning of the book.	● 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.	Unit 1, Lesson 1 - Quinito's Neighborhood - hispanic boy with parents with diverse jobs. Mom is carpenter, dad is a nurse. Diverse stories, high quality. Text sets are all connect to the content	● 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 are poems and folktales embedded and used as supporting text. Unit 8 has realistic fiction, poems and songs. Unnit 7 - Best Buddies has a folk tale as the anchor text. Topic 6 has Dominio Soup, a play as it's anchor text and Stone Soup, a folk tale as the close read with another close read a photo essay Unit 5 is a science focus but has Realistic fiction as an anchor text and a poem.Unit 4 has a social studies focus and has fables, folk tales, proverbs. Unit 3 has a science focus and has a traditional tale, Unit 2 is a science focus and has a realistic fiction and two poems. Unit 1 has a social studies focus and has realistic fiction	○ 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	An abundance of informational text - wide range, picture glossary and index at the back of 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.		○ 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. 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	Throughout the basal read, there are pauses like "Before You Move On, and Predict where students are asked to make predictions, confirm predictions - "who else works in Quinito's community? How do Rafi and mrs. Hernandez help each other? This requires students to attend to the text.	● 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	Strong questions and tasks that require students to revisit text.	◉ 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		◉ 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 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.	Respond and Extend section af the end of the unit asked students to compare text from 2 of the stories in the unit by putting a check if the statement is true. It does not require students to show refer to text or provide evidence. The culminating writing project in Unit 6 has students write a narrative about people who work together to make something happen. This does connect to the theme of Unit 6, "Better Together", however does know demonstrate students understanding of topic or ask for examples from the text. Each Unit Wrap Up has an opportunity for students to choose one way, from several options, to share their ideas about the Big Question. In Unit 7, it was "How do living things depend on each other?" The options are 1)Write a song about how living things depend on each other, teach the song to your classmates (it does not direct students to connect to the text in the Unit). 2) Give a Radio Report (no directions to use the text to support their report); 3: Perform a Puppet Show - create puppets of animals that help each other and 4: Make a Booklet - make a booklet that asks people to protect coral reefs and the animals that live there. It can be inferred that students are using their knowledge from the text, but it's not explicit and does not direct them to go back into 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	Various writing prompts. "Writer's Craft" component is in each basal story, however task does not require S to refer to text - focus on conventions of capitalization and period and ask students to write about a person in your family or neighborhood. Task could be completed with referring to the text. Unit 7, Best Buddies - this "Write About It" does require S to wrie a short letter to favorite character from the folk tale in Lesson 1 and tell him what you think about his actions in the story. Students are directed to use "key words" in their letter. They are direct to use past tense verbs in the grammar section, but a missed opportunity when directed to write two sentences about how animals help one another - use one regular and one irrugular verb. Students are not asked to write about animals in the text so could complete the task without reading the text.. The Write About It in Unit 7 does have student write two questions about animal pairs in the selection and use at least one key word.. The	○ 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.	There are models in the anthology and in the writing lessons.	○ 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	Each writing task takes students through the writing process	○ 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	End of the unit 7, Write as a Researcher task has students write a science report. There is a model provided. Students are asked to "write a report about a partnership in nature. It does not ask students to use a partnership from the text they've just read. It gives them a prewrite activity and they are directed to get ideas from books and websites,not from the Unit 7's information. Sources for collected information was not provided. Unit 8 has a "Write About It - Write a brief poem that tells what American means to you - how it sounds, feels, smells, tasks. Use key words in your poem. It does not ask students to refer back to the text.	○ 4) extensive ○ 3) sufficient ○ 2) some ● 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
Because the writing task rarely have students go back to the text, provide text evidence - many of the tasks could be completed without ever reading the texts in the unit. The strong focus is the process writing - not writing grounded in evidence from the text as our Shifts require.

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.)	Best Practice Sectionin TE provides 12 pages of explicit information starting with a quote from the National Reading Panel, 2000 on Research and what Phonological Awareness is. The side bars on p. BP2 explains what continuing sounds, stop sounds, segmenting sounds, etc. and shows an online Word Builder. Also give "Corrective Feedback Routine BP9. It continues with Introducting Routines to teachers: Match, Identify, and Isolate Sounds; 2) Blend Sounds - explains using sound boxes; 3)Segment Sounds - using sound boxes; 4) Add Sounds; 5) Delete Sounds - take away the t from tear and you have ear; 6) Word Builder; 7) Count Syllables; 8) Combine Syllables; 9) Segment Syllables; 10) Delete Syllables - pencil - take away coil and you have pen; 11) substitute syllables; 12) Hear and Identify Sounds in Words.	● 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.	Time: 20-30 min + 10 minutes on high frequency words. There are 4 Decoding Routines: sound by sound blending, Vowel-first blending, continuous blending, and read decodable text (repeated reading of decodable text at their level). Encoding - Dictation Routines, Correxive Feedback Routines, Reteaching Routines, HIgh Frequency Word Routines, Whole group FS games (Wordo, Bang, etc.) Daily Phonics = "Learn Sounds, Letters, and Words" part of lesson. Lesson = Phonological Awareness (match and isolate middle sounds - use routine 1), Phonics - Sing With Me Phonics Book and then 3 specific phonics steps, Step 3 is "Read Words with Long a - using the Word Builder online and then Read On Your Own Decodable book #9. This book has content directly connected to the theme of Water and focuses on the short a sound and is informational text.. In I step 3 students also get assigned Practice Master worksheet for more practice. There is also a Phonics Games on NGReach.com that's suggested to reinforce phonics skills. Step 4 is "Spell words with Long a - Directons say to use Dictation Routine 1 to have students practice on their white boards. Good encoding practice! Sound/Spelling Cards are used. There is a "Check and Reteaching at this point in the lesson with suggestions if errors occur to use decoding routine 2. There is a "Fluency" sidebar which directs T to select a text from Decodable Text Set 3.1 on NGReach.com and have student use Fluency Routine 2 to read the text. Step 5 is the High Frequency Words with a short routine suggested and then a Differentiate section. There is also another check and Reteaching for the read and spell high frequency words. There are 2 Differentiations sections within the lesson for EL and Above Level S.	● 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.	The Check and Reteaching Objective for Unit 3, Day is Use Science Vocab in Speaking and has. S use high frequency words in sentence frames that connect directly with the content of water.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections Between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).	The decodable, Water Hot and Cool, Book 9 is informational text with a table of contents, Learn Phonics page, Learn High Frequency Words page with a recommendation to go to Phonics Games online. The content is specifically about Solids, Liquids, Gas followed by another set of Practice Phonics page, Learn phonics page (syllables), HIgh Frequency Words. This section is then followed by another reading "Water Is Important", with a Review Phonics and High Frequency Words pages. *There are few text dependent questions in the decodables	◉ 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 FS component is very strong with explicit instruction for the teacher as well as knowledge building for the teacher in regards to best practices and just what phonemic awareness and phonics are and routines to teach. The decodables are amazing - full of content specific text that connect and builds knowledge of the topic. One concern is the amount of text in the decodables - although the specific reader #9 does in fact focus heavily on the long a sound/spelling, it also contains other sound/spellings that would be difficult for students to read.

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	Each week there is a language and vocabulary focus. Unit 3 has REad and Spell Words with Short and Long a, REad and Spell Words with Syllables, Grammar: Use Adjectives, Science Vocab and Academic Vocab all in week one. Week 2 continues with more adjectives and articles and multiple meaning words, Week3 adverbs and week four suffixes. Daily systematic scaffolded instruction for beginning, intermediate and advanced levels of language are provided in the TE. S progress along the continuum of Emerging, Expanding, and Bridging Level for language. There is integrated languages support for ELs for differentiating core instruction with multi-level strategies	● 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	Vocab is integrated both domain-specific and General academic vocab. Vocab progresses throughout each unit - suffixes, synonyms - every other week it rotates from academic vocab to vocab strategies.	◉ 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.	Students are encouraged to use vocab throughout including the decodables, workbooks, anthology, student discussions, etc. There are set routines in the Best Practices section to support teachers.	◉ 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 vocab is rich, with a focus on SS and Science. It's also integrated everywhere - in the anthology, leveled readers, and decodables. Students are encourage to use vocab in writing, speaking and listening with continuous checks along with way.

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	Protocols are in place for Speaking and Listening, Collaboration BP 20-24. Students are require to use sentence frames, have structured discussions - there is an academic talk flip chart, Group conversations, partner discussions, Presentations, Cooperative learning protocols that encourage talking one-on-one with a variety of partners as well as in small and whole class. Strategies like numbered heads together, jigsaw, inside outside circles, fishbowl, corners, team word webbing, round table, think, pair, share, three-step interview and mix and match. So many routines with specific instructions to teachers including descriptions and benefits and purpose column. Along with the research behind Cooperative Learning.	● 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	See above. Academic Talk and the end of the Uni include discussion around the "Big Question". Students have created concepts maps throughout the unit and use them to answer the Big Question. They are encouraged to revisit the text. They shar their answers to the Big Question and are encouraged to provide details to justify their responses. Ex: What is Community.	● 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	There are extensive scaffolding for both EL and above grade level readers throughout - in the whole class, small group and phonics components. Teachers are provided with Best Practice information (see earlier comments) as well as routines and in the moment scaffolds in the TE	● 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 materials are rich in informational text with great diagrams, captions, labels, graphs, maps, etc. There are digital versions.	● 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	The support is explicit throuout with routines and strategies. Directions are clear and detailed.	● 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).	Various learning styles are provided for with digital, sound/image cards, etc.	○ 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.).	The materials are appropriate with Phonics Songs, picture cards Academic Talk language frames, build background videos, games, etc.	● 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 and Check and Reteaching is throughout. Enrichment for Above Level and steps to routines for students that are not showing mastery., Material includes Assessment handbook, Assessment Masters, Exam View - e assessments, Reteaching masters. End of Unit assessment include: Foundational Skills Test,Oral Reading Assessment, Reading Comprhension Unit Test, Vocab Unit Test, Grammar and Writing Unit Test. Electronic reports and recording feature provided. Reteaching and practice are provided for students not showing mastery. Specific decoding routines, high frequency I and additional practices are recommended for FS Reading Vocab and Grammar and Writing.	○ 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.