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	There are Themes that stretch across grade levels: Character, Changes, Communities, Life Science, Government, and Creativity. In Grade 2 the Units are: Teamwork, Earth in Action, My Country at Work, Plants and Animals, Citizenship, Story Time. Citizenship is perfectly aligned with our new SS standards: Our National Identity & Culture! Earth in Action also connects to the Grade 2 NGSS Science Standards: 2-ESS1 - Earth's Systems: Processes that Shape the Earth. Unfortunately the NGSS Standards are not referenced. :(	○ 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.)	The anthology does have publishable, complex text that are worthy of close reading. The Daily lessons employs a three-part Lesson Cycle: Foundational Skills, Reading and REsponding, and Language Arts. More time is spent on vocab, fluency, comprehension writing, spelling, grammar and inquiry skills than specifically on phonics instruction (with the exception of fluency which is addressed in almost each lesson). Would like to see more time spent on FS Workshop is the time provided for small group instruction/Center work. Small Group Instruction focuses on differentiation using materials already introduced - from anthology, skills workbook, writing, to pre teach and Reteaching and to extend the lesson, hold writing conference and conduct fluency checks. There is no focus on leveled readers :)	○ 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	Yes - text falls within the 2-3 band and addresses the FS. Read Alouds...? There is an appropriate mix of literary and informational text.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Yes	○ 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):
There is a wide variety of text with two main Themes directly connecting to NGSS and Social Studies standards for Grade 2. There are inquiry for each Unit. Example Theme 5 is Citizenship - students research Citizenship.

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.	Students can access material digitally and print. Knowledge is built within each Topic throughout the Units. Lots of opportunity for speaking and listening. Science, SS and Literature are rotated From Theme to Theme	○ 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.	The Anthology,	○ 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	Wide variety of genres evident	○ 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	Science as well as SS content is covered - Our National Identity and Culture and EArth's Surfaces.	● 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.	"Workshops" are the guided reading time. There are no leveled readers and small group instruction is used to reinforce phonics, build background, review vocabulary, small group discussions and break down the information into smaller more manageable chunks for students who are struggling. Suggestions provided for beyond level learners and ELs as well.	● 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	Explicit Questions and tasks tied directly to the text. Each lesson has an essential question: Why did Sphia's family choose to immigrate to the US? T14. Reading and Responding portion of the lesson revisits the EQ and leads students in a discussion about the selection. There is a concept/Question Board with each lesson. Photographs, articles, questions, words, objects are posted any time during the Uni. Students respond to others question on the question board. Read Aloud and Anthology texts are provided in each lesson with text dependent questions as well as discussions around the text. Read Aloud is usually Day one and Anthology is Day 2 Academic language is present and used throughout lessons Close reads of the anthology occur on Day 2 Students focus on main idea and details in this examples, make inferences discuss main idea and details.	● 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	Questions are evident throughout the lessons and connect students directly back to the text. Various Information Text text features are present and with narratives, there is evidence of story structure discussions.	◉ 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	Students integrate knowledge end ideas during the lessons through reading and responding, writing, inquiries 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):

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.	The writing is connected to the unit theme. Unit 5 Citizenship. Students are writing a personal letter a response to literature, a formal letter, a summary, narrative writing. Each lesson lasts 5 days so the personal letter assignment takes 5 days of instruction. The grammar is tied into the writing expectations.	○ 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	The culminating inquiry requires writing and presenting in addition to the writing assignments in each lesson. There is sufficient evidence that all genres of writing are explicitly taught	○ 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 mentor text models provided as well as teacher created models of 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	TE provides instruction on the 5 Steps of the Writing Process: Prewrite, Drafting, Revising, Editing, Publishing. Unit 1, Lesson 1 begins with an introduction to writing an opinion piece. Unfortunately, the prompts are not connected to the Unit theme which is "Teamwork" - a missed opportunity to build knowledge :(. Prompts are generic: what is your favorite food, sport, the most important class in school. Writing lessons are explicit and include process writing with collaboration and editing opportunities.	○ 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	Inquiries are in each Unit. Unit 3: Students will begin a unit investigation about communities and will present the results of their investigation.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

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

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

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.)	Clearly more time is provided for other reading skills and FS is given the least attention/amount of time. :(. There is a Model of "Teach, Practice, Apply" process used - p. 4 Program Overview Workshop is the time (suggested 15-30 min) p. 6Program overview). It doesn't look like there's "leveled readers" provided for small group instruction/Center work. Small Group Instruction focuses on differentiation using materials already introduced - from anthology, skills workbook, writing, to pre teach and Reteaching and to extend the lesson, hold writing conference and conduct fluency checks. There is no focus on leveled readers :) . FS are Explicit and systematic - vertical across the grade levels and within grade level. Uses Hasbrouck and Tindal's Oral Reading Fluency charts. Instruction focuses on all areas of FS: Beginning in Kinder, instruction is focused on phonemic awareness and the Alphabetic Principal (association of sounds and letters that represent them - words are made up of sounds and those sounds relate to letters and words and writing), print and book awareness. Grade 1 reviews phonemic awareness and moves into phonics. Pre decodables and Decodables books are used to reinforce the phonics lessons. Blending and segmenting tasks are the instructional focus along with deleting and substituting. P. 28 Program Overview. Foundational Skills continue through grades 4-5 with a shift to Word Analysis There are "FS Routines" Routine 2 = Whole-Word Blending Routine and Routine 3 = Blending Sentences Routine. *Explicit fluency instruction is embedded in each day's lesson T58 - focus is expression - teacher models and students find a partner and practice using different voices for each character. There is also a "Monitor progress on the fluency. Ample practice is provided.	◉ 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.	6 page decodables are aligned to current phonics instruction. Unfortunately, the stories don't connect or build knowledge around the theme...:(Stories are very short with minimal text and large picture supports. Mentions "Practice Decodables" to use with students "approaching level" but was not able to find this resource. There is a Skills Practice Blackline Master book. Content is somewhat integrated: Evidence that Vocab/compare/ contrast is connected to the Anthology texts & Unit Themes. Foundational Skills Kits are provided to K-3 and Word Analysis kits are provided for grades 4 & 5	○ 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.	There is a skills practice book and the spelling words are connected to the phonics. Students have practice reading in the decodables and practicing in the workbook. The writing tasks, unfortunately do not mention or reinforce the phonics being acquired - missed opportunity. Unit 1	○ 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 anthology does not make direct connections to phonics patterns learned :(Unit 1 Le) but the decodables and FS lessons do work on strategies that will help students decode and comprehend the complex text from the anthology. The decodables do have comprehension questions but there's not much to go on since the stories are very short and do not have a lot of context to work with. Unit 1, Lesson 4, Day 2: 3 Questions to check understanding of decodable story: Why is it hard to think? What does the boy beg Mrs Bridges for? Why does the boy say he wants to sing? (Inference).	○ 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 seems very systematic and sequenced with decodables and FS skills workbooks, students have time to practice decoding and encoding current phonicThere is not specific time allotments for FS but it could be more of a focus. Connection directly to the anthology is a missed opportunity. Also, connection to the writing is not present. Fluency instruction is provided each day in the REading and Responding portion of the lesson.

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	Grammar is embedded in the lessons and explicitly taught in the "language Arts component of the lesson. T6 Lesson 1, Unit 3: Grammar, Usage, and Mechanics are quotations marks and commas in dialogue, comparative adjectives and articles, Capitllazation of proper nouns, Colons and commas in a series and subject/verb agreement. This is all in a span of 6 lessons - it seems a lot of grammar that maybe goes wide but not deep? Would have to look further in to how the grammar spirals throughout the unit and across the themes. Clarification - each lesson lasts 6 days, so spread out more than I initially realized	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.	There is an English Learning portion of each Reading and Responding part of the lesson. T28, Unit 3	○ 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	Vocabulary is explicitly taught in each lesson. Text highlights new vocab words and has extended vocabulary activities. Language skills are embedded into the Reading and Responding lesson. P. 273 Extend Vocab - Use an adjective to describe each one of these nouns: brook, haze, mist	◉ 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.	See above	◉ 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	There are "Discussion Starters" throughout the reading and responding portion of the lesson. There are many opportunities for students to answer and revisit the essential question. Three are Discussion Routines (Handing-Off Routine T32: Engage Students in a discussion by asking them questions - remind them to build on each other's conversations by connecting their comments to the comments of others and to ask questions using who, what, where, when why. Model how to ask for clarification. S should produce complete sentences.	● 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	There are lots of opportunities for students to present ideas throughout the REading and responding, in the Inquiry portion of the Unit as well	● 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 is evidence of differentiation provided. Ample evidence of sentence frames and repeated grammatical structure and language. Each lesson has an EL box with cognates, sentence frames, connections to grammar,	● 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)		● 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	There is explicit instruction for teachers with various strategies including close reads, inquiries, vocabulary acquisition, writing, etc	● 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).		○ 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.).		○ 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	There are Monitor Progress checks throughout the lessons, lesson and unit assessments, spelling test, etc.	◉ 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.