15.ELA.3

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 stories and non-fiction in this series are complex and rich. The characters and their relationships are explored through discuss, questions, & 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.)	There are short writes which evolve from close reading of a small section of text. Close reading and the following discussion prompts help students to closely analyze the meaning of the text.	● 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.	Unit themes are sequential across the grade levels. In 3rd grade there are many literary and informational texts. Students have access to both texts and leveled readers. All weekly lesson plans address the "Beyond Level" readers with challenging activities.	(●) 4) extensive ( ) 3) sufficient ( ) 2) some ( ) 1) weak
C1d. Materials provide instructional content and strategies for grade-level vocabulary acquisition.	Vocabulary instruction is provided to develop, practice, and apply vocab. The vocabulary words are text and foundational skills oriented. Many opportunities to use and spiral student vocabulary skills.	(●) 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 feel this series presents outstanding lessons with great materials and teacher prompts. The texts are appealing and will enhance the learning and excitement of the 3rd graders. The stories are complex and will lead to indepth discussions. Vocabulary acquisiton is spiraled and also includes academic vocabulary for discussions.

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.	Extensive range of materials is included. There is digital text for all components of the series. The topics and themes build in complexity and are systematic in their presentation. The student's knowledge base would grow tremendously because of the wide variety of text.	● 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.	Extensive texts with high quality, diverse topics and themes. I love the variety of texts within each theme.	● 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	3rd graders will enjoy the many different forms of literary text included with this series. I found extensive examples of poetry, fables, folktales, & myths from diverse cultures.	◉ 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	The informational texts are accurate and interesting to 3rd graders. There are many texts with social studies and science connections to standards. The theme on extreme weather has a vast quantity of accurate scientific information and several exts on the same topic.	◉ 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.	As the year progresses in this program, the complexity of the literature and knowledge base of the students continues to grow. The vocabulary builds on the prior knowledge gained in earlier units.	◉ 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 all of the materials to be compelling to read and do deeper exploration for teaching 3rd graders. The unit themes visited in K, 1, & 2 all build to spiral background knowledge for 3rd grade. For example, the unit on government starts K with rules and great Americans, 1st does red, whit, and blue and stars and stripes, 2nd covers citizenship, & 3rd covers government at work.

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	This series has extensive prompts and questions for students. The teacher guides explicitly give instructions to ask students to retell, recount, and describe texts. Students are asked to reread to better give opinions on the central message. Essential questions for the class to consider for response on clearly stated for each week's lesson plans.	● 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	Explicit instructions are in the manuals for the teacher to lead discussions on point of view of the author vs. a student's personal view. Each daily lesson as vocabulary work. Word and phrase meanings are part of the teacher's guide. Academic language is discussed and encouraged to be used by students in discussions.	(●) 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	The guide shows teachers how to teach accessing complex text. This includes comparing and contrasting character traits, themes and topics, and important details of the stories. Students learn to use the illustrations for information and context.	(●) 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 believe these texts in Open Court are great for building reading comprehension. Students will find rich text with evidence to support oral and written responses in academic language. Questions with higher order thinking skills are included in lesson plans throughout the lessons and topics. Students will be able to read and reread the same text to find multiple reasons for their responses.

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.	There are daily writing lessons, some stand alone, others involving a longer writing process. All writing lessons are aligned with the texts. The student workbooks have great graphic organizers to help teach the steps in writing and specific tasks.	● 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	As stated above, the writing questions are text-dependent. Each of the genres of writing in the 3rd grade standards are well-covered. I like the spiraling of writing skills as taught to 3rd graders in this series.	● 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.	The reading materials are excellent examples of good writing and would lead to class discussion of why the author writes well. It models effective use of writing strategies.	● 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).	Again, the teacher manuals are an excellent resource for teaching writing to the 3rd grade standards. The lessons include developing and strengthening their writing with the writing process. It also has components to use word processing as a tool for writing.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Recalling information from experiences • Gathering information from print and digital sources • Taking brief notes on sources and sorting evidence into provided categories	Research (called inquiry in the series) provides students with a variety of skills including how to search for information, interviewing subject matter experts, collecting information, taking notes, and working collaboratively. Student presentation skills include how to do an oral presentation, a slide show, how to make a play to exhibit what was learned.	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
This program has an outstanding writing component. It exceeds the materials in other programs I have so far reviewed. The lessons are clearly described and with teacher modeling I feel this is an extensive program.

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.)	The teacher resources are extensive with this series. Directions for teachers are explicit and systematic. All of the components of foundational skills are addressed frequently. This includes skills cards, spelling, phonic instruction, word analysis, and fluency support.	● 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	Word analysis and decoding skills are addressed on a daily basis. Besides the skills practice book for students, direct instruction lessons are provided in the manuals to teach spelling, decoding in and out of context, and identifying the meaning of common prefixes and derivational suffixes.	● 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.	Poetry is included in most of the weekly lesson plans. Children have access to the poetry because it is printed in their texts. Lessons include listening to poetry and prose, reading it, and, sometimes memorizing it. Using appropriate expression is a part of the lesson.	◉ 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 teacher manuals give clear and detailed information for teaching students to make connections between foundational skills and meaning of texts. There are many opportunities in each week's lessons to check for understanding and to reteach in small groups to those who need extra support.	◉ 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):
This program provides teachers with the tools to teach word analysis, decoding, and fluency. I like the way the weekly lesson planner gives time to reread and improve fluency with frequent reading of the same material. The phonics instruction is covered in a multitude of ways giving access to phonics for all learners.

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	Both the teacher materials and the student workbooks give students the opportunity to learn grade-level conventions of English. I see evidence that there is ample material to address the parts of speech in the 3rd grade standards. Both writing and spelling are integral part of learning to read and Open Court covers these skills extensively.	● 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	Classroom whole group and small group instruction cover selecting words and phrases for effect (discussing how the author did this in many texts) and learning to distinguish the difference between spoken and 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	Vocabulary instruction is integrated throughout this program. The series takes the approach that all students, no matter the background, can learn the vocabulary in texts to improve their reading and vocabulary acquisition is a key component of learning to read. Comprehension of future reading is made easier with good vocabulary instruction. Daily vocabulary lessons and skills practice are included in the teacher manuals.	◉ 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.	There is carefully planned instruction that accompanies texts for students to learn word relationships and nuances in word meanings. I like the instruction using the term "apposition" which I had not heard before. Students can learn to figure out the means of a word with apposition--look at the context the word is in and how the author may give the definition of the word in the sentence.	◉ 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 that this series does an excellent job of teaching language skills. There are many lessons covering the skills needed to be a good reader.

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	Open Court shows the teacher how to set up discussion and presentation rules for the class. Students learn how to present, how to speak in an appropriate classroom voice, and how to be a good listener and note-taker. It gives all students the opportunities to speak in small groups and in whole-class situations.	● 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	Extensive procedures are taught to 3rd graders on reporting skills using evidence learned in their research. Retelling experiences or stories is an integral part of the speaking and listening skill components. Students become well-prepared to speak in academic sentences.	◉ 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):
Listening and speaking skills are an integral part of this reading series. It acknowledges that many listening and speaking skills are similar to reading and writing skills and are integrated. Open Court gives many suggestions/prompts to reinforce the the acquisition of these skills and provides the students with flexibility in how they present.

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 many tools to diagnose and differentiate according to student' strengths and weaknesses. Each lesson includes academic language, and spirals in difficulty of grammatical structures and language. It uses teach, practice, apply to help students.	◉ 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)	All materials available in print are also available in digital form. The pictures, photographs, and other visual cues throughout the series offer not only clues to meaning, but also, entice the reader to want to know more.	◉ 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	As stated earlier, the explicit teacher manuals are clear and aligned to goals and objectives that build reading skills. As the year progresses, lessons progress in difficulty as student skills strengthen. Standards, themes, essential questions are all clearly presented so the teacher knows the goals and expected outcomes of the material. New concepts are taught in an appropriate progression to help students meet 3rd grade standards.	● 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).	This series has excellent digital material which not only covers the printed material but offers home education, resources, games, and presentation support. There is ESL support in the teacher manual and with a photo library card set. The student skills book has excellent skill reinforcement activities.	● 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	Research and presentation skills are taught and allow for differentiation for all levels of student abilities. Assessments can be made in a variety of ways including benchmark, formative, and summative. Assessments can drive the lessons by performance. There are interventions given to strengthen the weaknesses in student learning. Since there is ample opportunity to research, each student can do enrichment activities to support their ELA growth.	◉ 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. It excels in meeting all of the 3rd grade standards and has has a wide variety of materials to support learning. It provides comprehensive lessons that will ensure student growth and help the teacher know exactly which skills to reinforce for each student.

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