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	Extensive research based - Donald Baer and Tim Shanahan. Connected content no matter what the level - all students are acquiring the same knowledge and presented with the same content. Integrated material - Wonder Works Intervention reinforces core content/strategies/skills, etc. Emphasis on close reading and text evidence. *Does the Intervention piece "Wonder Works" come with the program or is it extra? That's where our cohesive instruction, building knknowledge regardless of level comes into play. Our interventions groups should have access to the content that our enrichment groups are getting to ensure equitable instruction. SEL Core Compentencies Hard Bound Reading Writing Workshop S book that has all close read texts for 6 units. There is also a Literature Anthology which has complex text on the same content with same vocab. 6 additional intervention supports to provide intervention/differentiation: comprehension, fluency, phonemic awareness, phonics/word study, vocabulary and writing and grammar intervention books. *Foundational Skills material is the decodable and instruction in the TE. Worksheet practice pages are black line masters and will have to be printed out weekly. However, the TE mentioned On-Level Practice Bok (T13 Unit 3) - also referenced is approaching, beyond and EL - Are these 3 different Practice Books or are these reproducible so? The Intervention materials for. FS was not sent but described in the "Intervention Teacher's Edition" Grade 2 Sampler. Purposeful technology: class progress, data dashboard, lesson planner, multimedia brings content to life. Wide range of genres all within the grade 2-3 band. Lexile Levels, quantative/qualitative and reader and task measures are located in the Differentiate to Accelerate section of the Teacher's Guide along with "What makes the text complex - this is for Literature ANthology, Reading/Writing Workshop, Leveled REaders, Classroom Library.Lexile levels are in the Scope and Sequence Chart - this list the Short Text, Literature Anthology Main Selection and paired selection, the leveled reader but not the Read Aloud??? *. Texts are all connected and build knowledge about unit topic: Friends and Family - How do family friend learn and grow together. Unit 4 - Our Life/Our World - how do environments make the world an interesting place?√ *Note: The Read Alouds are grade level not of higher level to support student's higher listening comprehension levels.	○ 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.)	Close Reading Companion (soft bound) is a student workbook that goes with the Literature Anthology (hard bound book)allowing students to deeply analyze text by systematically rereading, annotating, answering text dependent question and comparing literary elements to art, poetry or historical documents for a thorough understanding of texts and integration of key ideas. There are leveled books both non-fiction and fiction and over 6500 more leveled readers online. There's a strong foundational skills component with decodable readers visual vocab cards, rRetelling cards and assessments weekly, unit, benchmark with data dashboard and profile client reports online. There is a 'Your turn" practice workbook and leveled workstation activity cards, high frequency word cards. There is an extensive online section for students: Assignments, ebooks with interactive texts, interactive writing, vocabulary building, interactive games and home connections.	● 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 complexity does increase and the comprehension activities seems to increase as well. However the differentiation to increased in the ACT directions have the Sam escaffolds and same fixed routines each week in place for the close reading and rereading. Good balance of text types.	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
C1d. Materials provide strategies for grade-level content and academic vocabulary acquisition.	Read Alouds may be grade level and not the advanced comprehension level that Studetns need for their listening comprehension. Close REads, leveled text, anthology are all in the grade level band and have cohesive vocab building across all materials - even the intervention materials.	○ 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):
Concerns about the read aloud complexity levels, however all other areas are good.

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.	Text level does increase in level and builds knowledge throughout the year. TE has "Instructional Path" at the beginning of each week.	● 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.	Text seem to be of high quality.	○ 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 range of text.	○ 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		○ 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	Questions and task are text based and requires S to show evidence to support opinions. Close reading companion has more Text Based questions and Weekly Essential Question. At the end of the week S put together ideas through Text Connectinos, Research & Inquiry and Speaking & Listening activities and revisit Essential Question.	● 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	There is a lot of opportunity for S to attend to text and show evidence, etc throughout each lesson. Lots of discussion and encouraged use of vocabulary	● 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	There is a log of requirements for S to attend to the text . 3 weekly text sets with question and tasks for each set. S required to connect ideas between multiple text and integrate knowledge. There is so much - not sure that there's enough time allotted for S to get through this amount in a way that will allow them to demonstrate knowledge. A lot of the tasks like the Research and Inquire have student creating a checklist for the week - this is done every week and does not demonstrate knowledge. The Culminating Task on Day 5 of each week's lesson is repetitive and doesn't change all year: students make a foldable and compare information from the week's reading. No explicit directions in TE, guiding questions provided. Again - concerns with the amount of time actual tasks will take vs. the amount of time allotted in TE	○ 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):
Marking down because of all the tasks/assignments students aren't really given the time needed to complete and many of the task are check lists or activities that don't actually allow them to demonstrate knowledge. In the Wrap Up Unit - The Big Idea: The Collaborative Conversation have students presenting ideas, then class creates a lists. This task is the same throughout the entire year, doesn't increase in demands and not a good gage of students understanding/knowledge gained of content.

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.	There are lots of opportunities to write but not enough time provided. If S do all the writing/response activities, they will be rushed and probably have unfinished writing by the end of the unit. For example each week on Day 4-5 students do a Research & Inquiry project in pairs or small groups. They present and create a shared research board. There are weekly write to sources. The writing is connected to the content.	○ 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	There is a wide range of writing requirements both on demand and process writing.	● 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.	This is a I do, you do, we do model program so there is lots of support in writing. Day 1 & 2 is shared writing, Days 3,4,5 it moves to more independent. There is. A Reading/Writing Workshop. *Note there is a Weekly 6 steps Writing process that stays the same from Week 1 - end of year without changing. Requirements do not increase in rigor.	○ 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	Some writing tasks S could complete without reviewing/reading the text.	○ 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	Research and Inquiry happens each week, however directions may have students seeking outside resources and no resources are provided in TE.	○ 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):
Lack of increase in demands of rigor in writing is a concern. The same format/steps in week 1 continue to be the same at the end of year. Also not enough time provided to complete writing.

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.)	There are daily phonics lessons with decodables. Hasbrouk's Quick phonics Assessment is included. Systematic/explicit reference alphabetic principle, letter/sound, phonemic awareness and phonics. Research based with opportunities to practice. *Workbook practice are black line masters and will all need to be copied - not consumable. Smart Start is used for the first 10 lessons. A lot of review of 1st grade material: short vowels, con blends, log vowel review. Assumes students have mastered these FS.	● 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.	Guided REading does allot time each day to phonics, except in the "Above" group. There is also phonic instruction in the connected text. There are sound spelling cards.	● 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.	Spelling words are part of phonics instruction.	◉ 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).	Decodables used.	○ 4) extensive ◉ 3) sufficient ○ 2) some ○ 1) weak

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

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

ALIGNMENT CRITERION V: LANGUAGE

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a.There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade two are designed to help build student understanding and use of: • Nouns(including collective and irregular plural nouns) • Reflexive pronouns • The past tense of frequently occurring irregular verbs • Adjectives and adverbs • Complete simple and compound sentences • Commas in greetings and closings • Apostrophes to form contractions and possessives • Correct spelling, applying knowledge of spelling patterns in writing words • Capitalization of holidays and other proper nouns • Reference materials such as beginning dictionaries to check spellings	Developing language in context based on research p, 4 EL in Binder). Integrating academic language with core content p. 3 There are oral language routines. Day 1 = 5 words presented S are encouraged to use words as the discuss essential question. 8 more words are introduced in mini lesson. There are visual vocab cards and the 8 vocab words are in the reading writing workshop story and highlighted. They are also in the Anthology story and highlighted.	● 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
Knowledge of Language 5b. The materials support instruction on comparing formal and informal uses of English.	Not found	○ 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	Each lesson has a vocabulary list of words, additional domain words, additional academic vocab, build vocab and a specific vocabulary strategy such as suffixes, multiple meaning words, root words, inflectional endings.	◉ 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.	There is a oral vocabulary words list in each lesson	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

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

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

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

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

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide an embedded/integrated language framework that guides student participation in academic conversations, including the ability to: • Agree on rules for discussion • Link ideas to the remarks of others • Recount key details from texts • Ask and answer questions to deepen understanding • Use words and phrases acquired through conversations, reading and being read to, and responding to texts	Lots of opportunity for discussion and protocols are in place using academic vocab. Collaborative conversation Charts, Oral Vocab routines are on Day 1 of each unit. S prompted to refer to text when responding. Day 4 & 5 have research & Inquire with a focus on Speaking and Listening.	● 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	Many of the Research and Inquiries do not allow enough time for students to develop and then present knowledge. Worry about time constraints in light of the tasks presented	○ 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 various supports. TE has "Differentiate to Accelerate pages titled "Monitor and Differentiate. There is a separate "Wonder Works" intervention but not sure that's included or we have to purchase as a supplement.	○ 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)	Smart Board lessons as well as FS digital practice/intervention. Wide amount of tech support from instruction to assessment	○ 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	Although there is a lot of teacher support in the TE, there are some areas not supported.	○ 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		○ 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.