ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

26.ELA.4

WCSD 2018

Quality **Review**

GRADE K-1

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 kindergarten and grade one is more a qualitative than quantitative process. 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. While evaluations of text complexity formally begin with grade two, student reading materials, texts, and other materials in kindergarten and grade one 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.)	High quality texts to promote higher level questioning	◉ 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 is very clear in its routine -- 3 days Read is DOK 1-2, Reread DOK 2-3, Integrate DOK 4 Books have a lexile level	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak

C1c. The materials consistently provide opportunities to read both literary and informational texts. For student reading materials in kindergarten and grade one, refer to the Alignment Criteria for Foundational Skills (4a-4d of this document).Read- aloud anchor texts should fall within or above the grades two through three text complexity band.	Many texts for each week--narrative, informational read loads, Close reading for narrative and informational Interactive read alouds Students have copies as well as the teacher, texts are online	○ 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):
Attempts to provide complex text with lots of opportunities for close reading.
Not a lot of trade books for the students. Unsure of maintaining student interest with the the texts throughout the course of the year. A mix of literature and informational. Would like to see some more trade books that are informational.

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 students' attention to the text they are reading. Text-dependent questions that address the kindergarten and grade one 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 kindergarten and grade one, 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. This applies especially to texts read aloud by the teacher, which should promote speaking and listening about topics under study in kindergarten and grade one. (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.	Includes a leveled library with award winners, exemplars & beloved titles, Lexlie levels, and comes with lesson plans Variety of levels, rebus levels, hfw, phonics sound focus (sampler all fiction) Weekly practice pages for on level, approaching level, beyond level, and EL Decodable reader for each unit -- mix of informational & fiction Unit student reader mix of types of text at grade level -- progressively get harder -- accompany mini-lessons Listening comprehension texts Shared readings at on kinder reading level Suggestions for more ideas of complexity text to go with the 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.	Texts allow for text to self, text to text and text to world connections Represents many different cultures	○ 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 poems and stories with relevant illustrations.	Poems, rhymes, visual text, interactive read loads, abc books, wordless books to develop oral language, listening comprehension prices with a visual text present to students digitally Extent edged complex test suggestions with online lessons (Green Eggs and Ham, Truck)	◉ 4) extensive ○ 3) sufficient ○ 2) some ○ 1) weak
1d. The range of informational texts include: • At least two selections on the same topic • Selections with various text features such as headings, tables of contents, glossaries, and illustrations	Yes, Informational texts of high quality with Essential questions, captions, headings, labels, great photographs Leveled readers to go with anchor books	○ 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.	Starts at appropriate developmental level and gets more challenging as the year progresses	○ 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 texts for each unit. There is both literature and informational text. There are also leveled readers and decodable readers. Cons: This is still a whole group basal program with some readers for small group support.
All texts are available online. Online system easy to load and navigate.

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 kindergarten and grade one 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 key details in the text • Retelling familiar stories, including key details • Identifying and describing characters, settings, and major events in a story • Identifying the main topic of a text • Describing the connection between two individuals, events, or ideas in a text	Questions are Text dependent and labeled with the a DOK (ELL scaffolds for most questions) Retelling cards Respond to Text opportunities to make connections	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
2b. Craft and Structure. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meanings of unknown words and phrases in stories, poems, and informational texts • Recognizing and explaining the differences between common types of text both literary (such as storybooks and poems) and informational • Naming the author and illustrator and describing their roles in telling the story or presenting ideas • Recognizing and using various features in informational texts (such as headings or glossaries) to locate information	This is embedded into the close reading routine to learn Vocab in an authentic way Authors purpose questioning and looking at authors craft	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
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 experiences of characters in stories • Describing the key ideas conveyed in illustrations • Identifying reasons authors give to support points and the similarities between two texts on the same topic	Compares and contrasts characters the first week Great questions to refer back to text (Why do the sisters argues? How are the Ugly Duckling and three sisters the same?) Opportunities to compare all texts across the unit -- think alouds, use of graphic organizers, collaborative conversations Questions to refer to illustrations	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

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

SUMMARY STATEMENT (Explain why the materials received this overall rating):
Questions appear to bear of high quality and text dependent. Text dependent questions integrated into the writing component where students are to cite evidence from the text.

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. In kindergarten and grade one, students perform age-appropriate writing tasks and assignments with support and guidance from the teacher. For details on text types and purposes, production and distribution of writing, research to build and present knowledge, and the range of writing in kindergarten and grade one, 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 a reorganized 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.	Writing about reading -- starts with shared writing High quality prompts (What do you see in the story?) -- modeling to find text evidence	● 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 introduce a topic or name a book, state an opinion, and supply a reason for the opinion (using a combination of drawing, dictating, and writing at the kindergarten level) • Informative/explanatory writing, in which students name a topic and supply facts about the topic (using a combination of drawing, dictating, and writing at the kindergarten level) • Narrative writing, in which students recount two or more appropriately sequenced events, including details about what happened (using a combination of drawing, dictating, and writing at the kindergarten level)	High quality questions -- Why did the author call this book....? Use of sentence frames, interactive writing to model Most writing is "Write About Reading" Did not see writing proceeds to choose own topic and develop the 3 types of 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.	Reading materials are used to talk about authors craft during the read aloud portions Most writing is based off a prompt to respond to ta book or a text	○ 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 kindergarten and grade one writing standards, including: • Focusing on a topic, responding to questions from peers, and adding details to strengthen writing as needed • Exploring and starting to use a variety of digital tools to produce and publish writing, including in collaboration with peers	Clear and related to reading Starts with shared writing, moves to interactive writing, grammar is embedded, then moves to independent writing Most writing is writing about text and using evidence Opportunities for peer review and peer edit	○ 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	Includes shared writing opportunities based off reading Great questioning activities based off of text to incorporate shared writing activities that integrate speaking in complete sentences Research projects, working with others to create	○ 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 consistent writing component for daily instruction. There are the 3 types of writing included; however, they are all based off of prompts to responding to a text. According to the Literacy Continuum, writing should also include all types of genres of writing and the writing process in addition to content area writing and writing about reading. The writing program will most likely need to be supplemented with a writing workshop model.

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Effective instruction on foundational skills in kindergarten and grade one 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 instruction of the kindergarten and grade one *Reading Standards for Foundational Skills* (CCSS), including concepts of print, phonological awareness, letter recognition, phonics, 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.)	Hfw practice -- repetitive, texts and word card for repetitive practice Daily phonological awareness activities based on standards (systematic) Systematic phonics instruction with decodable readers to match instruction, picture cards	○ 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.	Workstations (activity cards included) Big Book of rhymes to develop phonological awareness Matching activities with word building cards Use of a puppet for phonemic awareness Small group lessons for phonological awareness & phonics in the I do, we do, you do format. For approaching, on level, and beyond level groups, and ELL Groups	○ 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.	Word blending cards, and routines Has students decoding early into learning sounds Decodable readers to apply skills	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak
4d. Materials guide students in reading emergent reader texts for kindergarten and grade-level texts for grade one 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).	Decodable texts and leveled readers provided Student shared reading books also provide opportunities to read grade level texts CAP skills built into lessons	○ 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):
Foundational skills component very systematic and follows the NVACS. Uses explicit teaching and has a daily phonemic awareness component.

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 and knowledge (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 kindergarten and grade one are designed to help build student understanding and use of: • Upper- and lower-case letters • Question words • Recognition and use of end punctuation • Frequently occurring nouns in kindergarten, and common, proper, and possessive nouns by grade one • Frequently occurring verbs in kindergarten, and use of verbs to convey past, present, and future actions in grade one • Complete sentence in kindergarten, and compound declarative, interrogative, imperative, and exclamatory sentences in grade one • Capitalization of the first word in a sentence in kindergarten, and of dates and names of people in grade one • Correct spelling, by sounding out simple words phonetically in kindergarten and applying common spelling patterns to spell words in grade one Grade One • Regular plural nouns, with matching verbs • Personal, possessive, and indefinite pronouns • Conjunctions and determiners, such as articles or demonstratives • Frequently occurring adjectives	ELD supplement has a grammar component in its daily lessons Grammar lessons based on standards -- differentiated for all levels, links to writing	○ 4) extensive ● 3) sufficient ○ 2) some ○ 1) weak

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5b. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including: • Identifying new meanings for familiar words in kindergarten • Using sentence-level context clues to unlock the meaning of words in grade one • Using frequently occurring inflections and affixes as clues to the meaning of words • Using root words (such as look) and their inflectional forms (looks, looked, looking) in grade one	Vocabulary instruction is integrated into the close readings Did not see a lot of separate vocabulary lessons	○ 4) extensive ○ 3) sufficient ● 2) some ○ 1) weak
5c. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.	All word and Vocab opportunities embedded into the texts the teacher and students read together	○ 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 are grammar lessons included throughout the week. Lessons are whole group and often integrated in with the writing component. Vocabulary is mostly oral --not a lot of opportunities to discuss and revisit words across the units.

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 kindergarten and grade one 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.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide a frame that guides student participation in academic conversations by: • Agreeing on rules for discussion, taking turns speaking • Confirming understanding of texts read aloud • Asking and answering questions to clarify and gather information	Collaborative conversation videos and implemented starting in the "start smart" unit Great questions to guide discussion (rooted in text -- starts with visual text)	○ 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 in: • Describing people, places, things, and events • Using visual displays to add details • Speaking audibly and completing sentences	Sentence frames so speak in complete sentence, then integrate as a shared writing activity Oral language webs to develop Vocab based off of theme	○ 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 component seems to weave throughout the units. There are opportunities for talking with each other, collaborative conversations. There are listening comprehension lesson each week.

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*** *kindergarten and grade one 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 supports require 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	Use of sentence frames Oral Language lessons daily Lots of practice with Tier 2 Vocab words in oral lessons Visual cards to go with Vocab (pleased, comfortable, surprised, cheerful,etc.) ELD separate teacher manual -- complete program Lots of sentence frames, visual supports Provides lots of ideas and opportunities for scaffolding In the end, this is mainly a whole group basal program with opportunities to pull small groups.	○ 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)	Includes a leveled library with award winners, exemplars & beloved titles, Lexlie levels, and comes with lesson plans Variety of levels, rebus levels, hfw, phonics sound focus (sampler all fiction) Weekly practice pages for on level, approaching level, beyond level, and EL Decodable reader for each unit -- mix of informational & fiction Unit student reader mix of types of text at grade level Student online accounts for home Their 2 online pdf's, Tier 3 Intervention Program supplement -- comes with a foundational skills kit (teacher chart, decodable readers, her cards, letter cards, sound spelling card, sound box, and digital support)	● 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 and 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	Large print spreadsheet of scope and sequence Ready made lesson presentations (digital) Online customizable lesson plans Essential questions on unit overview, suggested lesson plan daily sequence User friendly online site All materials can be projected on interactive white board	● 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).	Retelling cards, hfw cards, interactive read aloud cards Videos to introduce each unit Student online accounts Interactive texts online for students Interactive games online Read alouds can be projected digitally	○ 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.).	Rhymes songs, ELD has lots of visuals, high level, high quality scaffolds, for all levels of English Language learners.	○ 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	Online assessments, interactive performance tasks Performance rubrics for assessment Gives an if then chart to plan for instruction based on assessment results There are online Tier 2 intervention pdf's And the WordWorks Tier 3 Intervention Program ELD Word Works program has formative assessment charts with proficiency level expectations and ideas for what to do next	◉ 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):

Has a bilaterally component -- published in Spanish

This is a very teacher friendly program. The manuals are very thorough and easy to follow. Great overviews at the beginning of each unit. Has many opportunities and suggestions for differentiating instruction for all learners. Opportunities and lessons for small group learning. Rubrics to plan for instruction and interventions.

Very much a whole group program with opportunities to build a small group "workshop":.. Does not follow the true workshop model where students are spending time reading and writing for most of the literacy time.

Integration of Interdisciplinary Content Standards; Building Knowledge Systematically

THEMATIC	SPIRAL	NGSS	NVACSS	SEL	ELD
☑	☐	☐	☑	☑	☐

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