

CRITERION 30 - 3R

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

10/10

The program provides strategies and support to assure all learners in the classroom are able to access grade-level content. This includes targeted support for English language learners, students with disabilities, and students who are performing above grade level. There are also a variety of grouping strategies provided as well as support for the teacher to select and deploy the most effective groupings for various learning scenarios.

INDICATOR 30

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

2/2

The materials reviewed for Kindergarten meet the criteria that materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

Kindergarten materials provide modeling, formative assessments, language and visual supports, and background knowledge in each lesson to ensure student understanding. Materials also provide differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet student's specific needs.

Examples include, but are not limited to:

- In Unit 1, Week 1, Day 4, Whole Group, Shared Read, Reread, *I Can* by Author Unknown, Respond to Text Instructions has students use a sentence frame "*The boy can see the....*" to focus a discussion. ELL scaffolds are provided for a range of abilities:
"Use the following scaffolds with Respond to the Text. For example:
 - Beginning: Point to the photos and ask: What can the boy see? Help partners name items in the image and help them answer using a sentence frame.
 - Intermediate: Provide a model: *The boy can see the mop*. Have partners point to the image and describe using: *The boy can see the mop*.
 - Advanced/Advanced High: Have partners name all of the things the boy can see. Have them use complete sentences while speaking and point to the text to show evidence."
- Unit 2, Week 2, Enrichment Opportunities for Gifted and Talented Students, Beyond Level, small group lessons include suggestions for additional activities in the following areas to extend learning opportunities for gifted and talented students:

Evaluate - "Have children think of other kinds of art that could be included in a book about shapes. Ask them to think about what shapes they would see in the art." Extend - "Have children share with partners their idea for another kind of art that uses shapes."

- In Unit 3, Week 1, Day 1, Listening Comprehension, Literature Big Book, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague. These suggestions are provided to meet the range of learners:
 - Students examine the genre.
 - Use skills of visualization. "Think Aloud: I read that the dinosaur might make a big fuss. I see his big feet and tail in the picture. I picture in my mind the dinosaur running and yelling to catch the bus. I imagine that he is loud and so heavy that the ground shakes! Now I can see how he makes a big fuss."
 - Find key details. "Identify key ideas and details about following rules."
 - Use an anchor chart to record ideas.
 - ELL - "pages 6–7, Make a big fuss: Point to the picture of the dinosaur. Act out how the dinosaur is making a fuss by stomping. Say: I am making a fuss. Have children join you in the action and say the phrase."
 - ACT (Access Complex Text) "The book is divided into two parts: questions and statements. Point out that on pages 5–24 all the sentences are questions. The questions are asking if the dinosaurs are behaving badly at school. "No" is the answer to all of these questions. The rest of the book tells about how the dinosaurs really act at school."
 - ELL - focus on language both figurative and literal with a connection to student's daily life. (e.g., "right ahead of the bell" and "interrupt").
 - Finding key details using illustrations - "How does the teacher feel? (The teacher is angry that the dinosaur is roaring out of turn.) How do you know? (She has an angry face in the illustration.) Encourage children to look for clues in the illustration to support their response."
- In Unit 4, Week 2, Day 1, Teacher Edition, oral vocabulary routines provide visual vocabulary cards to assist visual learners.
- In Unit 7, Week 2, ELL Scaffold, provides a guided practice of using category vocabulary words in a sentence. The teacher uses the photo card to model comparing two pets. The materials state, "A turtle has a shell, a mouse does not have a shell. Both a turtle and mouse have four legs." The Teacher Edition prompts the teacher to have students use their pet word in a sentence.
- In Unit 8, Week 1, Teacher Edition, along the left side column "teach in small group" is listed as an option of the teacher to teach the word work in a small group.

INDICATOR 3P

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

4/4

The materials reviewed for Kindergarten meet the criteria that materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

Kindergarten materials provide opportunities for all students to engage with grade-level text. Sidebar supports are provided to ensure that students are supported during lessons. ELL scaffolding and

support is provided throughout all the units. Lessons also provide additional instruction on new skills at the end of each unit for small group work, reteaching, and differentiated instruction.

Examples include, but are not limited to:

- In Unit 3, Week 2, Day 1, Teacher Edition, after students are presented the Talk About It lesson, ELL scaffolding is provided. The teacher asks partners to tell what they see in the photo as they point to it. The teacher models by saying: "I see a drum." For intermediate support, the teacher asks partners to describe what the children are doing. "What is the boy doing? He is playing a drum." This process is repeated for the words *girl* and *maracas*. For Advanced/Advanced High students, the teacher encourages partners to use complete sentences as they talk about the photo. "What kind of sound does a drum make? Is it loud or soft?"
- In Unit 4, Week 3, Day 2. English Language Learner Scaffold. Beginner ELL - The teacher reviews the position word *on* by demonstrating the crayon on the chair. Intermediate ELL - Partners demonstrate the word *up* by moving the crayon up. The teacher calls out another position word for partners to demonstrate. Advanced ELL - Students describe how they move the crayon.
- In Unit 6, Week 2, Day 1, Small Group/Differentiated Instruction, Approaching Level, Leveled Reader, *The Rain* by Frankie Hartley, includes the following lesson:
 - Preview and predict skill - Students look at the illustrations and "describe what they see. Ask: What kind of weather is it? How do you think the children feel?"
 - Set the purpose for reading - Remind children of the Essential Question: "What happens in different kinds of weather?"
 - Use think-alouds to model the skill for the students. "Think Aloud: As I read pages 2 and 3, I see that the rain starts out as a few drops on page 2. On page 3, there are more drops. The text tells me that the dog and the chick are fast. I will keep reading to see what happens next."
 - Use the retell strategy to make connections with the text. "Retell: Have children take turns retelling the story. Help them make a personal connection by asking: Have you ever been caught in the rain? What happened?"

INDICATOR 3Q

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

2/2

The materials reviewed for Kindergarten meet the criteria that materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

Kindergarten materials provide options for extensions and more advanced opportunities. The small group/differentiated instruction section provides lessons with a leveled reader appropriate for the group's needs. Checks for Success are present throughout each unit. The teacher is then given guidance on extensions for students who are On Level or Beyond Level. Beyond level differentiated instruction is provided for small group instruction. Sidebars are provided for Gifted and Talented Learners to further advance instruction.

Examples include, but are not limited to:

- In Unit 2, Week 3, Small Group, Beyond Level, Leveled Reader, *I See a Bug!* by Susanna Fallon, Evaluate: The teacher has students recall the different bugs in the story. Ask: "Which are bugs you know about? What do you know about them? Where have you seen these bugs?" The teacher then "challenges children to think of other bugs they might find in a backyard setting." Extend: The teacher has "children make a chart of bugs they know about. Have them include the name of each bug, a short description, and a picture they've drawn."
- In Unit 3, Week 3, Gifted and Talented tab, students read the leveled reader, *Cal's Busy Week*. Evaluate: The teacher has children think about the places they visit during the week. Children are challenged to explain what the week is like for them. Extend: Children create a comic strip of things they did on each day of the week.
- In Unit 4, Week 2, Day 3, Teacher Edition, Checks for Success are provided. "Can children blend phonemes to form words and match /d/ to Dd? Can children read and recognize the high-frequency word?" For students who are able to master this task, an On Level or Beyond Level extension is provided. For On Level students the teacher is instructed to review pages T474-T476. For students who are Beyond Level, the teacher is guided to extend the concept using page T480.
- In Unit 6, Week 3, the teacher introduces synonyms to advanced students using the gradual release method. The teacher models with the words *safe* and *celebration*. The teacher and students write sentences using the new words, *safe* and *celebration*. Then partners write a short poem about an animal family using the words *safe* and *celebration*. Extend: The teacher has students plan and act out short plays about staying safe in bad weather.

INDICATOR 3R

Materials provide opportunities for teachers to use a variety of grouping strategies.

2/2

The materials reviewed for Kindergarten meet the criteria that materials provide opportunities for teachers to use a variety of grouping strategies.

Kindergarten materials provide opportunities for students to collaborate and communicate about the topic and tasks at hand. There are a wide range of whole class tasks, but there are also many opportunities for small group and partner work to help students have collaborative conversations.

Examples include, but are not limited to:

- In Unit 3, Week 2, Whole Group, Literature Big Book, *Clang! Clang! Beep! Beep! Listen to the City* by Robert Burleigh, teachers are able to group students according to their levels of reading for reading groups. Differentiated Reading for Approaching Level and English Language Learners: After reading, have children listen to the selection to develop comprehension." Directions for Beyond Level students were not provided. Students meet in their groups for small group instruction. Small groups can be organized by four levels that are determined based on the formal and informal assessments: On-level, Approaching Level, Beyond Level, and English Language Learner. In Unit 4, Week 1, Day 2, Grammar, Talk About It , partners work together to orally generate sentences with adjectives. Encourage them to describe objects in the classroom.
- In Unit 7. Week 1, Day 1, Listening Comprehension, the whole class reads the Literature Big Book, *Zooborns*. The teacher asks

story comprehension questions.

- In Unit 8, Week 2, Day 2, Whole group, Grammar, Students work in pairs using target vocabulary to write sentences. "Have children work with partners to generate sentences about where they eat, sleep, play, ride their bikes, read, watch TV, go for walks, and so on. Encourage them to use the words *in*, *out*, *on*, *off*, and *by* in their sentences."

CRITERION 3S - 3V

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Digital materials are available for the program and can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

INDICATOR 3S

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

The materials reviewed for Kindergarten meet the criteria that digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (eg. Internet Explorer, Firefox, Google Chrome, etc.), "platform-neutral" (ie., Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

Kindergarten materials are web-based, compatible with multiple browsers and are platform-neutral. The digital materials function without incident on Microsoft Edge, Firefox, Google Chrome, Internet Explorer, and Safari. Apple products and Window products can access the digital materials. Mobile devices are also able to open and access the functionality of the digital materials. Games were not accessible on mobile devices.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 14, "there are digital tools that can enhance and support student learning as well."

Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.”

- In the Instructional Routines Handbook, page 103, there is a picture of a student using an iPad. The materials mention that students can record Super Summaries digitally.

INDICATOR 3T

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials reviewed for Kindergarten meet the criteria that materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials contain digital documents of the Teacher Editions, Reading/Writing Companion, Readers, Vocabulary Image Cards, and Games. The Resource Library includes projectable classroom materials for use during lessons. Also included in the digital section are Fluency Packets multimedia support for each unit. The Teacher Edition includes references of when digital tools are available and how they can be used within a lesson. The materials for each lesson are Smartboard compatible and the links for the digital version of the students' Reading/Writing Companion can be found in each lesson. This allows the teacher to annotate and model how to use the text. Cloud Reader, a digital platform for the Leveled Texts, Literature Anthologies, and Reading/Writing Companion, also allows teachers to model annotating text.

INDICATOR 3U

Materials can be easily customized for individual learners.

INDICATOR 3U.I

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The materials reviewed for Kindergarten meet the criteria that digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

Kindergarten materials include technological innovations that allow for teachers to customize weekly lessons for whole group instruction and for individual students. Teachers set the school calendar in the online platform which determines what students access in their online dashboards each day. Teachers can customize beyond that for individual students by assigning specific practice pages and texts at specific reading levels to individual students to access online.

Examples include, but are not limited to:

- Digital materials include a digital planning guide that provides step-by-step lesson plans and online materials that include additional support in differentiated instruction. Units combine reading, writing, speaking, and listening in a digital environment that engage students. There are also digital guides for assessment, remediation and supplemental materials to personalize learning for students.
- Texts that are in the Reading/Writing Companion and the Interactive Read-Aloud have audio features that the teacher can play for the students.

