2015 Instructional Material Summer Review Institute

Grade K – 8 : English Language Arts/Reading; CORE Reading Intervention; Modern, Classical and Native Languages

**Review Team Appraisal of Title –CORE Reading Intervention**

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

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| Text Title: | READ 180 Next Generation Stage A | Publisher: | Scholastic Inc. |
| Course: | CORE Reading Intervention | Grade Level: | K-5 |
| SE ISBN: | 978-0-543-31830-3 | TE ISBN: | 978-0545-31827-3 |

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| **SECTION 1 SCORE** |
| Reviewer # and Section 1 Total: 1. #7 TOTAL 305 2. #8 TOTAL 321 3. #9293 TOTAL 257  Average Score: 294.3 |
| **SECTION 1 ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 1: Materials support differentiated instruction. Aligned with standards. Wrap up project engage students. Strong writing component for intervention program. No explicit specific instruction on phonemic awareness or phonics. Extensive practice in writing, fluency, vocabulary, and comprehension. Good program for upper elementary intervention. Many citations listed as L3 Bloom’s were actually L2. Red routines should appear in more citations. Overall, it meets RL and RI standards as well as SL standards. Professional development resources were invaluable to instruction. |
| **SECTION 2 SCORE** |
| Reviewer # and Section 2 Total: 1. #7 TOTAL 302 2. #8 TOTAL 292 3. #9 TOTAL 285  Average Score: 293 |
| **SECTION 2.A ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.A: Focus on academic vocabulary. Reading selections have a balance of literature, scaffolding and supports is prominent, supports fluency and comprehension, and strong digital resources. While not explicitly stated, group texts lend themselves to standard 9 dealing with compare and contrast. Emphasis on academic vocabulary acquisition. DI plans incorporate data. Assessment program not explicitly aligned to standards. |
| **SECTION 2.B ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.B: Teacher edition is well organized. A variety of cultural viewpoints were represented. Native American representation lacked. Ample opportunity for cooperative learning and oral language building. High interest material for older struggling readers- age and developmentally appropriate material. |
| **Reviewer Comments** |
| Reviewer #: 7 Reviewer Background: 3rd grade teacher, Reading/Literacy Coordinator, Assistant Principal, district Director of Digital Learning Comments: Would highly recommend program and enjoyed cultural relevance.  Reviewer #: 8 Reviewer Background: Kindergarten Teacher, 3rd Grade Teacher, Reading Coach/Interventionist Comments: I would highly recommend this program for a Core Reading Intervention. I enjoyed reviewing this program.  Reviewer #: 9 Reviewer Background: Elementary Education, Reading Specialist,Instructional Coach      Comments:      I would recommend this program as an intervention for upper elementary students. |