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 B rBook | Publisher: | Scholastic |
| Course: | CORE Reading Intervention | Grade Level: | 6-8 |
| SE ISBN: | 978-0-545-31831-0 | TE ISBN: | 978-545-31828-0 |

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| **SECTION 1 SCORE** |
| Reviewer # and Section 1 Total: 1. #7 TOTAL 415 2. #8 TOTAL 407 3. #9 TOTAL 357  Average Score: 393 |
| **SECTION 1 ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 1: Program meets standards, well-aligned. Some citations listed as Level 3 were inaccurate. Red routines should have been included in citations. Red routines are invaluable to teaching and learning and the publisher may consider including images of red routines on TE pages for ease of implementation. Well-developed program for older elementary and middle school students. Publisher may consider issuing statement regarding guidance for usage/implementation of program as an intervention as opposed to stand alone curriculum that addresses CCSS-ELA. |
| **SECTION 2 SCORE** |
| Reviewer # and Section 2 Total: 1. #7 TOTAL 275 2. #8 TOTAL 288 3. #9 TOTAL 300  Average Score: 287.66 |
| **SECTION 2.A ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.A: Well aligned. Many imbedded opportunities for differentiating instruction. Incomplete citations limited review in few instances. Evidence of ongoing progress monitoring was not readily available. Assessment came into question: citations did not provide evidence of authentic diagnostic assessment or standards-based assessments. Great use of technology and digital resources, but lacked resources to promote student engagement. Foundational phonics and phonemic awareness instruction was minimal. Vocabulary and comprehension instructional opportunities were evident. Writing prompts should better encourage students to cite evidence from the text. A balance of literacy practices was noted by reviewers. |
| **SECTION 2.B ASSESSMENT** |
| Review Team Assessment of material’s compliance with Section 2.B: Very well-crafted and culturally relevant student edition. Excellent resources for teachers. Well-organized program. Fantastic digital resources. |
| **Reviewer Comments** |
| Reviewer #: 7 Reviewer Background: 3rd grade teacher, literacy coordinator, reading coordinator, assistant principal, director of digital learning at district office Comments: Would highly recommend this book for middle school level reading intervention programs.  Reviewer #: 8 Reviewer Background: Kindergarten teacher, 3rd Grade Teacher, Literacy Coach and K-3Plus Coordinator.      Comments: Would highly recommend this program for Grades 6-8 Interventions.  Reviewer #: 9 Reviewer Background: Elementary education; reading specialist/instructional coach. Comments: Program is well developed for upper elementary/middle school students. |
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