



Evidence Guide
English Language Arts
Grades K-2

v1.5

Gateway 1

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[Criterion 1.2: 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m](#)

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Gateway 2

[Criterion 2.1: 2a, 2b, 2c, 2d, 2e, 2f](#)

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Gateway 3

[Criterion 3.1: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h](#)

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Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1

Text Quality and Complexity

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

What is the purpose of this Criterion?

This criterion addresses high-quality, complex texts that advance students towards independent reading at grade level. Students need access to high-quality, complex text in order to advance their literacy skills and develop knowledge of a topic/topics. Determining complex text involves qualitative and quantitative analysis and associated reader and task demands. In K-2, students should have access to appropriately scaffolded complex texts through read-alouds and shared reading to build their background knowledge, literacy skills, and listening comprehension.

Research Connection

“Providing students with appropriately challenging texts and teacher-guided instruction is the key to maintaining or developing a growth trajectory line to grade-level proficiency. More simply stated, students learn more when they attempt to read more challenging text with the support of a teacher who is mediating their reading” (Shanahan, 2013).

“Vocabulary, sentence structure, coherence, and organization can all be determined by closely analyzing the text itself. A final determinant of text difficulty, however, depends on the reader's prior knowledge” (Shanahan, Fisher, and Frey, 2012).

[Advancing Our Students' Language and Literacy](#)

[The Challenge of Challenging Text](#)

[Text Complexity for the Early Grades](#)

Scoring:

Meets Expectations

- 14-18 points

Partially Meets Expectations

- 9-13 points

Does Not Meet Expectations

- <9 points

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.
Indicator 1a	Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests. *This does not include decodables. Those are identified in Criterion 3.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level.

About this indicator:

What is the purpose of this Indicator?

This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way. This indicator focuses on the anchor texts within a set of instructional materials. The text may be read aloud by the teacher, especially in the primary grades. In Grade 2, quality grade-level complex text should be read independently by the end of the year.

Quality text is rich in language, engaging, grade-level appropriate, and relevant. It encompasses universal and multiple multicultural topics that are timeless and may integrate other content areas. Quality text can be examined multiple times for multiple purposes. It is used to expand big ideas, build academic vocabulary, and facilitates access to similar future texts. Ideally, texts are engaging while providing students opportunities to gain and broaden their knowledge base and personal perspectives on a variety of topics at various levels of depth/meaning that lead to the development of a well-rounded individual and facilitate access to future texts

(e.g., well-crafted, content-rich, stretches thinking or grows knowledge, engages students of the intended age, avoids stereotypes as well as one-dimensional characters).

The standards maintain that high-quality text selections should be consistently offered to students because they will encourage students and teachers to dig more deeply into their meanings than they would with lower-quality material. Texts selected for inclusion should be well written and, as appropriate, richly illustrated.

Research or Standards connection:

“For classroom use, worthy texts are those that allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or social world; or solve problems that are timely and important. Texts worthy of instruction also allow students to develop their literary prowess and become informed citizens. Although there is not a clear-cut definition and wide-spread agreement about worthy texts, there are texts worth studying” (Fisher and Frey, 2012, p. 2).

“Books, at their best, invite children to use their imaginations, expand their vocabularies and gain a better understanding of themselves and others” (Anti-Defamation League).

Resources:

- [CCSS Appendix B](#)
- [CCSS ELA Reading Anchor Standard 10](#)

Indicator 1a Guiding Question:

Are the texts worthy of students’ time and attention?

Evidence Collection

Note:

- “Anchor texts” are defined as those texts used as core to instruction. These may be big books, picture books, chapter books, poems, or text passages.
- Texts identified as “supplemental” or “optional” are not considered core texts.

In the instructional materials being reviewed:

- Review the Table of Contents to identify the central texts used by all students in core class instruction.
- Read through anchor texts and accompanying teacher resources outlining them.
- Review the appendices, teacher resources, or other sources for information about the anchor texts.
- If more information is needed, search online to determine if the text is published, if the author is published, if the text has won awards, etc.

Cluster Meeting

Preparing for the cluster meeting:

- Are the anchor texts rich in language? Do they provide academic vocabulary?
- Do most literature anchor texts provide rich characterizations (v. one-dimensional characters)?
- Do the anchor texts include artistically and visually appealing illustrations?
- What evidence do you have that anchor texts are of publishable quality?
- If units contain text sets operating as anchor texts, how do they work together as quality texts?
- Which texts included one-dimensional characters?
- Are the illustrations supportive of the text and/or do the illustrations extend the meaning of the text?

During the cluster meeting:

- Share evidence of the indicator.
- Where did you find rich language and academic vocabulary in the anchor texts? Did any anchor texts lack rich language and academic vocabulary or accurate factual information?
- What themes/topics were included in the materials?
- Are the texts worthy of students' time and attention?
- Which texts included one-dimensional characters?
- Are there anchor texts that are not of high quality?
- Discuss any questions that were not answered by the curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.
Indicator 1b	Materials reflect the distribution of text types and genres required by the standards at each grade level. *This does not include decodables. Those are identified in Criterion 3.

Scoring:		
4 points Materials meet ALL of the requirements of this indicator. <ul style="list-style-type: none"> Materials reflect the distribution of text types/genres required by the grade-level standards. Materials reflect a 50/50 balance of informational and literary texts. 	2 points Materials DO NOT meet ALL of the requirements of this indicator. <ul style="list-style-type: none"> Materials reflect the distribution of text types/genres required by the grade-level standards. Materials reflect a 50/50 balance of informational and literary texts. 	0 points Materials DO NOT meet ANY of the requirements of this indicator. <ul style="list-style-type: none"> Materials reflect the distribution of text types/genres required by the grade-level standards. Materials reflect a 50/50 balance of informational and literary texts.

About this indicator:

What is the purpose of this Indicator?

Instructional materials must include a balance of informational text options and literary text options in order to facilitate student access to a variety of genres. This indicator identifies those opportunities existing for students at each grade level to read or actively listen to informational text and literature.

Research or Standards connection:

“In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world” ([CCSS Website](#)).

According to the Common Core, “Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students

to be proficient in reading complex informational text independently in a variety of content areas.” The Standards are not alone in calling for a special emphasis on information text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.” (Common Core State Standards, English Language Arts Standards, Introduction, Key Design Consideration).

Resources:

- [Information Regarding Distribution](#)
- [CCSS Appendix B](#) (See [p. 31](#) of the standards for details on how literature and informational texts are defined)
- [CCSS Range of Text Types for K-5](#)
- [CCSS ELA Reading Anchor Standard 10](#)

Indicator 1b Guiding Question:

Do the materials reflect a balance of informational and literary reading selections based on the standards?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the instructional materials Table of Contents for literary and informational texts.
- Review the literary and informational texts that guide a year’s worth of curriculum.
- Identify the balance of literary and informational texts (50/50 for Grades K-2).

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials reflect a balance of informational and literary reading selections? What is the percentage of each? Note it is not necessary to have an exact 50/50 balance of texts, and consider the instructional time and weight that the instructional materials place with the selections.
- Do the anchor texts reflect a variety of genres, including stories, poetry, literary nonfiction and historical, scientific and technical texts? Record the variety and balance, noting specific numbers of each type, as applicable.
- Are any genres or text types “missing?” Are the balance of informational and literary reading selections appropriate for the grade level?

During the cluster meeting:

- Share evidence of the indicator.
- Is the balance of informational and literary reading selections appropriate for the grade level?
- Do the materials reflect a variety of genres across the year?
- Are there any genres or text types missing?
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.
Indicator 1c	Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level.

About this indicator:

What is the purpose of this Indicator?

This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way. In order to maintain quality and rigor, materials must meet the appropriate level of text complexity for each grade level according to quantitative and qualitative analysis. This indicator identifies whether the materials are the correct “ingredients” for the grade level. This indicator identifies that each text is used appropriately for the grade level. This indicator DOES NOT call out the progression among texts, only the qualities of the texts themselves. It is a companion to 1d.

In K-2, teacher read-alouds are preplanned oral readings provided by the teacher to students. Read-aloud texts are usually more challenging for the children to read than that of their independent reading texts. Teachers may use read-alouds to develop children's background knowledge, stimulate their interest in high-quality literature, increase their comprehension skills and foster critical thinking. The single most important activity for building knowledge required for eventual success in reading is reading aloud to children (Fisher, Flood, Lapp, Frey, 2004). Elementary age children acquire much knowledge through read-aloud opportunities since children's listening comprehension ability is stronger than reading comprehension ability. Children in K-2 still need opportunities to practice reading comprehension in order to be on track to becoming independent and proficient readers reading grade level complex text.

Read-aloud texts in grades K-2 should be carefully considered and analyzed for complexity using all three measures. While K-1 lacks a grade band for quantitative components, the quantitative feature can still offer valuable information to reviewing text complexity. Read-aloud texts in K-1 should fall within the 420L-820L band. Beginning in grade 2, anchor texts should have the appropriate level of complexity for the grade according to quantitative analysis and qualitative analysis.

Shared-readings should be at the instructional level for the grade and should contain high-quality pictures which provide contextual support for decoding and comprehension.

Research or Standards connection:

"...the Standards define a three-part model (quantitative, qualitative, reader & task considerations) for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading Standard 10)" (Appendix A, p. 4).

"However, it is text complexity that must be understood, and it is this understanding that will increase knowledge about the specific points of interaction among the characteristics of text, reader, and task. It is also an understanding of complexity that is needed when going beyond the question of difficulty to align specific text characteristics with reading curricula or instruction, a perennial concern in the early grade" (Adams, Cunningham, Hiebert, 2012).

[Advancing Our Students' Language and Literacy](#)

[Text Complexity for the Early Grades](#)

Resources:

- [Text Complexity Chart](#)
- [Qualitative Rubrics Literary](#)
- [Qualitative Rubrics Informational](#)
- [CCSS ELA Reading Anchor Standard 10](#)

Indicator 1c Guiding Question:

Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the Table of Contents for anchor texts.

- Review the materials' appendices, teacher resources and other included core materials for text complexity analysis and rationale on provided texts.
- Look in the Teacher's Edition and Student Edition for guidance around students' engagement with texts at independent, challenging, or complex levels (language may differ).
- Look within the Teacher Edition (and possibly the Student Edition), and professional learning/development components to identify points in the instruction that show complexity analysis.
- Look for evidence of texts' quantitative level (use associated metrics and check bands). If necessary, use Lexile.com or a similar website to find the quantitative level. It is okay if a different quantitative measure is used.
- Look for evidence of texts' qualitative level or perform own analysis (see [qualitative rubrics](#)). Note that different language may be used to describe qualitative features.
- If the program contains numerous books, look for evidence of complexity of a range of texts in the beginning, middle, and end of the program.
- For Grades K-1, read-alouds are complex and above what students can read independently.

Cluster Meeting

Preparing for the cluster meeting:

- Are the anchor texts at the appropriate level of rigor/text complexity for each grade level?
- Are the quantitative measures of anchor texts within the appropriate grade level band?
- Are the qualitative features of texts appropriate for supporting student learning in the grade level?
- Do tasks associated with the reading (i.e., purpose of the reading) support the reading's use at that point in time?
- Is there an analysis for anchor texts?
- Does the analysis use the appropriate metrics for the grade level?
- Are there any texts (and associated tasks) that seem above or below the grade level?
- Are read-alouds in K-1 complex and above what students can read independently?
- Which texts, if any, in the series have met all the criteria?
- Which texts, if any, are missing some of the criteria in the series?
- Does the analysis/rationale provided coherently and comprehensively explain how texts were chosen for the grade level and students?

During the cluster meeting:

- Share evidence of the indicator.
- Which texts, if any, in the series have met all the criteria?
- Which texts, if any, are missing some of the criteria in the series?
- Does the analysis/rationale provided coherently and comprehensively explain how texts were chosen for the grade level and students?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.
Indicator 1d	Series of texts should be at a variety of complexity levels appropriate for the grade band to support students’ literacy growth over the course of the school year.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> The complexity of anchor texts students read provide an opportunity for students’ literacy skills to increase across the year, encompassing an entire year’s worth of growth. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> The complexity of anchor texts students read provide an opportunity for students’ literacy skills to increase across the year, encompassing an entire year’s worth of growth. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> The complexity of anchor texts students read provide an opportunity for students’ literacy skills to increase across the year, encompassing an entire year’s worth of growth. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons).

About this indicator:

What is the purpose of this Indicator?

This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way at each grade level. Across a student’s year engaging with instructional materials, texts should increase in rigor and complexity, in turn growing students’ literacy skills as they advance month-to-month and year-to-year. To do this, careful attention must be paid to the collection of anchor texts (including read-alouds at K-2) and the design of instruction with those texts and texts sets. Complexity levels require examination of quantitative, qualitative, and reader & task features especially for read-alouds (K-2) and the shared reading students do in Grade 2.

Qualitative measures examine text attributes that can only be evaluated by the person who is reading the book or passage. The reader is required to consider such factors as: levels of meaning, clarity and conventions of language, knowledge demands, structure and visual device complexity. Each of these must utilize the following questions when determining whether the qualitative features, reader, and tasks go together (correlate). What are the cognitive capabilities of the reader the task is aiming to accomplish? What are the reading skills of the students and how can they be addressed in the task? What will the motivation level and engagement with the task be for the reader? What is the prior knowledge and/or experience the reader has with the text and task? Is the content and theme appropriate for these readers (maturity)? Do the questions interfere with the before/during and after tasks and expectations for the reading experience?

This indicator identifies the organization/placement of texts in general, showing how texts are arranged, so students will encounter opportunities building to independent reading or independent comprehension with read-alouds at the end of the school year as outlined by the standards themselves. Complexity levels of texts should not necessarily progress in a “stair step” fashion for each new anchor text. While the texts selected should fall within the Lexile grade band, especially in Grade 2, the order in which texts appear should not be determined by the Lexile level of the text. Texts included should be accompanied with guidance and tasks to build students’ skills over the course of a school year, providing opportunities for growth for students below proficiency to accelerate and those above grade level to continue to grow as well.

In Kindergarten, students are mainly early emergent readers and emergent readers. Throughout the school year, students will need opportunities to access complex text with adult guidance in order to scaffold students toward reading independently.

In Grade 1, students are mainly emergent readers and early fluent readers. Throughout the school year, students will need opportunities to access complex text with adult guidance in order to scaffold students toward reading independently.

In Grade 2, students become fluent readers. Throughout the school year, students will need opportunities to access complex text with adult guidance, so students are reading independently by the end of Grade 2.

Literacy skills for this indicator refers to comprehension and understanding of the text. While educators think of literacy skills as learning-to-read skills (phonemic awareness, phonics, decoding, fluency), this indicator is about texts that build knowledge and vocabulary (through read-alouds in K-2 and shared reading in Grade 2) in a progressive manner for this indicator.

Research or Standards connection:

“Furthermore, texts for kindergarten and grade 1 are still resistant to quantitative analysis, as they often contain difficult-to assess features designed to aid early readers in acquiring written language” (CCSS Appendix A New Research on Text Complexity, p. 8).

“Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. In the Standards, qualitative measures, along with professional judgment in matching a text to reader and task, serve as a necessary complement and sometimes as a corrective to quantitative measures, which, as discussed below, cannot (at least at present) capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text” (Appendix A, p. 5).

“Students’ ability to read complex text does not always develop in a linear fashion....Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity” (CCSS Appendix A, p. 8).

“Students who struggle greatly to read texts within (or even below) their text complexity [level] must be given the support needed to enable them to read at an appropriate level of complexity. *Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity*”(Appendix A, p.9, CCSS – ELA).

Resources:

- [CCSS ELA Appendix A](#)
- [CCSS Appendix B](#)
- [Qualitative Rubric Literary](#)
- [Qualitative Rubrics Informational](#)
- [CCSS ELA Reading Anchor Standard 10](#)

Indicator 1d Guiding Question:

Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the prefatory/introductory materials and identify the organization of increasingly complex text across the year. Note any guidance regarding which texts might be done in which order, curriculum mapping, sequencing, etc.
- Identify “early year” readings for each grade and any that are “mid-year” or “end of year.”
- Review text sets and look for a variety of text complexities to provide access for students (see the text complexity rationale and reader/task consideration).
- Review the Appendix, teacher resources, or other sources for text complexity analysis and rationale on provided texts.

Cluster Meeting

Preparing for the cluster meeting:

- Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?
- If students work with these texts and tasks over the course of the school year, will they be supported in achieving grade-level proficiency? Consider texts and tasks that are above and/or below the grade band and “high” or “lower” on qualitative measures.
- How are the reader/task considerations supporting students’ literacy development?
- What supplementary texts in the materials accompany the anchor texts? Do those additional texts also increase in complexity over the course of the year?
- Compare a student’s experience with text in the beginning of the year to the student’s experience with text at the end of the year.
- Do teacher materials include ways to help all students access texts of increasing complexity?
- How are texts increasing in complexity? (e.g., which component(s) of the complexity analysis are most prevalent, if any).

During the cluster meeting:

- Share evidence of the indicator.
- How are different components of reading comprehension supported as texts become more complex?
- What supports and scaffolds exist for teachers to support students' improvement in reading across the year?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students’ advancing toward independent reading.
Indicator 1e	Materials provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading). 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading).

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on support to build students’ reading abilities across a volume of work as they build knowledge and fluency. Beyond wide reading on a topic, volume of reading is critical to students’ knowledge base and vocabulary. Students need practice building their perseverance to be able to navigate complex texts and those of varying lengths.

Instructional materials must include opportunities for students to read across a range and volume of text to achieve grade-level reading independence. This indicator identifies those opportunities existing for students at each grade level to read or have been read aloud in K-2 a variety of genres and topics. Those opportunities provide a large quantity of texts for students to read. Beginning readers need many opportunities to practice reading.

To help students engage in a volume of reading, instructional materials can provide a format (e.g., reading log, journal) for teachers, students, and parents/guardians to keep track of the reading activities students do in school. In Kindergarten and Grade 1, students may be “reading” (telling a story, but the story does not match the printed text) a picture book aloud to parents/guardians, the students may be looking at illustrations in a picture book, parents/guardians/teachers may read aloud to students, and/or the students may be reading text they have memorized after having the text read to them repeatedly. These reading activities are important along the path to becoming a reader. Opportunities to participate in reading should be documented, so students, teachers, parents/guardians can see the progression of the student’s reading toward independence.

Research or Standards connection:

From the CCSS ELA: “Note on range and content of student reading:”

“To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Resources:

- [CCSS Appendix B](#)
- [CCSS ELA Reading Anchor Standard 10](#)
- [Appendix B](#) for excerpts of listed complex texts

Indicator 1e Guiding Question:

Are students reading a range and volume of texts both through interacting with the teacher and/or classmates or independently in school?

Evidence Collection

In the Instructional Materials being reviewed:

- Review all materials for texts identified as either a required text or suggested including texts for guided reading and independent reading. Include texts such as a basal reader, guided readers, a variety of genres, big books, predictable texts, decodable texts, phonetically controlled readers, and/or wordless picture books.
- Review anchor texts and text sets for a range of content and topics.
- Look across units and chapters for guidance around how much/how many texts students should read to build their reading to develop skills and to increase their knowledge.
- Look in materials for opportunities for independent reading.

- Look in Teacher Edition for suggested reading logs or journals, which service as student accountability.

Cluster Meeting

Preparing for the cluster meeting:

- What is the amount of instructional time allocated for students to read independently with grade-level text or listen to read alouds?
- What is the amount of instructional time allocated for students to read a breadth of texts on various topics?
- What is the amount of instructional time allocated for students to read a large quantity of texts?
- How are opportunities for student choice provided?
- How do instructional materials specifically discuss range and volume of reading? Consider whole texts, partial texts, text sets, and texts for independent reading.
- How are more challenging texts and remedial texts suggested to students in the curriculum maps?
- How are students in K-1 hearing texts read aloud AND reading grade-level texts?
- Is there a proposed schedule for when students will engage in independent reading?
- Is there a tracking system (possibly with a student component) to ensure accountability for all readers?

During the cluster meeting:

- Share evidence of the indicator.
- What opportunities are provided for students to read orally?
- What opportunities provided for students to read silently?
- What opportunities are provided for students to hear a text?
- Looking at the program, is it clear at what points students should engage in a range and volume of texts? Are these opportunities built in or suggested?
- Discuss how the suggested readings will grow students' independent reading skills and over the course of the school year.
- Does the volume of reading increase across the year? Does it become more rigorous?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2

Alignment to the Standards with Tasks and Questions Grounded in Evidence

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

What is the purpose of this Criterion?

This criterion addresses the importance of text-specific and/or text-dependent questions and tasks. Students should be provided opportunities to respond to text-based questions and tasks both in discussion and in writing. Questions and tasks grounded in the text require students to use information from the text to support their answers and demonstrate comprehension of what they are reading or listening to.

Research Connection

“Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times” (Brown & Kappes, 2012, p. 2).

Scoring:

Meets Expectations

- 14-16 points

Partially Meets Expectations

- 8-13 points

Does Not Meet Expectations

- <8 points

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1f	Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students' in making meaning of the core understandings of the text being studied. Teacher materials provide support for planning and implementation of text-based questions and tasks. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students' in making meaning of the core understandings of the text being studied. Teacher materials provide support for planning and implementation of text-based questions and tasks. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students' in making meaning of the core understandings of the text being studied. Teacher materials provide support for planning and implementation of text-based questions and tasks.

About this indicator:

What is the purpose of this Indicator?

Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than focusing on superficial or peripheral aspects of a text (drawing the reader outside of the text). Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate).

This indicator calls for the integration of the standards, highlighting that questions and tasks must be text-based to reflect the requirements of Reading Standard 1 (by requiring use of textual evidence to support valid inferences from the text). Questions and tasks that are based on evidence from texts. In K-2, students are expected to ask and answer questions about key details, but not yet cite explicitly from the text.

Text-based should be asked of students during read-aloud texts and during shared reading texts. Text-based questions may be asked during the use of decodables, but the higher level questions will be with the read-aloud texts in order to build comprehension.

Research or Standards connection:

“Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times” (Brown & Kappes, 2012, p. 2).

“Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence” ([CCSS Introduction](#)).

Resources:

- [CCSS ELA Reading Anchor Standards 1-9](#)
- [CCSS ELA Writing Anchor Standard 9](#)
- [CCSS ELA Speaking and Listening Anchor Standards 1-3](#)

Indicator 1f Guiding Question:

Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the table of contents, appendices, and other support materials to identify places with text-dependent/specific questions and tasks.
- Review tasks and questions associated with texts, text sets, chapters/units (may not see questions and tasks around decodable texts and emergent readers or may see lower level questions with these texts).
- Look through the student edition for questions and tasks that are text-based. Identify any questions and tasks that are *not* associated with a text or text set.

Cluster Meeting

Preparing for the cluster meeting:

- Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?
- Do these questions, tasks, and assignments support students in drawing on textual evidence to support their learning of explicit understanding and inferences in a text or text set? (as opposed to being able to answer the questions without having read or heard the text)
- Do questions, tasks, and assignments require readers to produce evidence from texts to support opinions or statements?
- Do materials include questions and tasks that are connected to texts? (Both should be present in materials.)

During the cluster meeting:

- Share evidence of the indicator.

- Do questions, tasks, and assignments require students to engage with text directly?
- Do the questions, tasks, and assignments support students' writing and speaking to demonstrate their understanding of reading that is specific to the text under study?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1g	Materials provide frequent opportunities and protocols for evidence-based discussions.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers.

About this indicator:

What is the purpose of this Indicator?

This indicator specifically looks for the use of varied protocols in instruction materials, accompanied with teacher guidance on how to employ speaking and listening protocols within the lessons to provide students ample opportunities for communication and collaboration. This indicator, along with indicator 1h, supports students’ practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to build communication and presentation skills.

Materials should provide teachers guidance and touch points across the year’s curricular materials to support students’ increasing skills in collaboration, organizing information and opinion coherently, and presenting materials. Additionally, Standard 6 of Speaking and Listening in Grade 1 and Grade 2 connects to Language Standards 1 and 3.

This indicator specifically seeks to identify those materials that support students' growing skills in discussions through the use of varied protocols. This indicator is looking for year-long evidence to support the "Comprehension and Collaboration" standards in the Speaking and Listening strand.

Research or Standards connection:

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children's oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998).

If literacy levels are to improve, the aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hult, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002).

Resources:

- [CCSS ELA Speaking and Listening Anchor Standards 1-3](#)

Indicator 1g Guiding Question:

Do materials include varied protocols and teacher guidance?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the table of contents, appendices, and other support materials to identify guidance around how students will use discussions and practice speaking and listening skills, with text-specific and/or text-dependent questions and tasks.
- Review materials for protocols with specific guidance on the components of each protocol and how/when they are used in the materials.
- Attend to speaking and listening/discussion lessons that specifically identify discussions and include teacher modeling of the use of academic vocabulary and appropriate syntax such as sentence stems.
- Look in the introductory materials for specific methodology and information about how the materials employ speaking and listening skills.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review any "speaking and discussion" questions following/accompanying texts, chapters/units, etc.
- Find examples of opportunities for the teacher to utilize the various discussion protocols throughout the year.

Cluster Meeting

Preparing for the cluster meeting:

- Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?
- Do the materials include teacher directions to support students' growth in these standards?

- Do the materials provide samples, exemplars, and/or opportunities for teachers to model application of evidence-based discussions?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly?

During the cluster meeting:

- Share evidence of the indicator.
- Are the opportunities for evidence-based discussions found throughout the whole year's materials?
- Do materials include protocols that support students' growth in speaking and listening?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1h	Materials support students' listening and speaking about what they are reading (or read-aloud) and researching (shared projects) with relevant follow-up questions and supports.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on student opportunities to engage in speaking and listening that incorporates evidence from text(s)/sources students are reading/listening to. Students should have varied opportunities across the school year to discuss what they are reading/listening to that extends past whole group teacher-directed questioning. Students who are career and college ready in Speaking and Listening can engage effectively in a range of speaking and listening activities. They listen to others (and to multimedia resources) to build knowledge and hone their attention to gaining understanding from multiple sources. In K-2, opportunities to present are based in building skills such as describing, speaking audibly, and using complete sentences when speaking. Students will be telling or retelling a story or text rather than reporting on the text.

This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with

partners, small groups, and when appropriate, large groups, to practice sharing or retelling information about what students are reading or being read aloud. Speaking and listening work should be embedded across the whole year's instruction, rather than only appear as culminating or "stand alone" tasks.

The CCSS ELA standards for Speaking and Listening support students' engagement and development of these skills over time. The standards break the basics of these skills into categories which increase in rigor according to the grade-level expectations. The "big picture" is outlined by Anchor Standards: Comprehension & Collaboration and Presentation of Knowledge and Ideas.

Research or Standards connection:

"Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it" (Appendix A, p. 26).

Resources:

- [CCSS ELA Speaking and Listening Anchor Standards 1-6](#)

Indicator 1h Guiding Question:

Are frequent and varied evidence-based discussion opportunities provided?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the table of contents, appendices, and other support materials to identify places with opportunities for students to practice speaking and listening skills.
- Review reading and research tasks to identify where suggested speaking and listening activities are incorporated.
- Discussion questions are provided and are sequenced to increase in rigor.
- Students have multiple opportunities across chapters, units, and the school year to engage in evidence-based discussions.
- Models and examples are provided for students to practice building their speaking skills and are grade-level appropriate (e.g., in earlier grades, scripts and cloze outlines may be used to support student discussions).
- Specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.

Cluster Meeting

Preparing for the cluster meeting:

- How much instructional time is dedicated to students' practicing and applying speaking and listening skills?
- Are frequent differentiated opportunities provided, or only one or two models/examples?
- Do materials assist the teacher in planning facilitation of collaborative conversations for students?
- How do the materials incorporate students' speaking skills to show what they are learning through reading, and when necessary, researching?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly.
- How do materials develop active listening skills, such as taking notes or drawing visuals (K-1) about main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

During the cluster meeting:

- Share evidence of the indicator.
- When used as designed, do materials provide authentic opportunities to support students' growth in speaking and listening?
- Do the materials connect speaking and listening to reading and, when appropriate, research?
- Is speaking and listening supported across the year's materials?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1i	Materials include a mix of on-demand and process, grade-appropriate writing (e.g., grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate.

About this indicator:

What is the purpose of this Indicator?

The standards call for authentic integration of writing with reading (as well as speaking, listening, and language). To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

This indicator supports students engaging in writing work across the whole school year that include a mix of on-demand writing, short and focused projects, and strong process writing activities (e.g., shared writing, multiple drafts, revision processes, protocols, and review). Writing instruction should not be a set of assignments for students to do; rather, writing instruction must include skill introduction, practice, application, and refinement with teacher support and guidance. To support students’ literacy development in writing, materials must provide ample time and tasks to build these skills. With longer pieces or projects, there may be scaffolding with the gradual release of responsibility. On-demand writing should be text-based and align to standards, making a shift from on-demand writing prompts that do not require students to draw upon the text(s).

Research or Standards connection:

In grades K-2, Standard 7: “Participate in shared research and writing projects...” Standard 5, Standard 6, and Standard 8: “With guidance and support from adults...”

Graham and Harris (2015) write, “The outcome is accomplished in a problem space where the actors use writing tools in an ongoing interaction with others (peers and teachers) to shape the paper that is being produced over time in a shared direction” (p. 9).

Resources:

- [CCSS ELA Writing Anchor Standards 4-6](#)

Indicator 1i Guiding Question:

Do materials include on-demand and process writing tasks?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify amounts of instructional time assigned/suggested to on-demand writing practice and production and to process and writing development.
- Review lesson plans in Teacher Edition that show curriculum maps and supports for on-demand and process writing plans.
- Look for writing opportunities that incorporate digital resources/multimodal literacy where appropriate. This includes blended writing styles that reflect the distribution required by the standards.

Cluster Meeting

Preparing for the cluster meeting:

- Are text-based, standards-aligned writing assignments and tasks present across the whole school year?
- Are the writing tasks and projects varied? Do they provide students with choices?
- Do writing assignments and tasks include process writing support with opportunities and guidance to revise and edit work? Are there suggestions and guidance for multiple draft development?
- Do materials include on-demand writing tasks?

During the cluster meeting:

- Share evidence of the indicator.
- Are students provided a variety of text-based, standards-aligned opportunities to write and improve their writing throughout the course of the school year?
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1j	Materials provide opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports). 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports).

About this indicator:

What is the purpose of this Indicator?

The standards call for authentic integration of writing with reading (as well as speaking, listening, and language). To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

This indicator focuses on the distribution of three different text types and modes of writing that the standards recommend for all students. Materials to grow students' writing skills should encourage attention to different

genres and modes comprehensively throughout a student’s school year, rather than teaching skills in isolation. At K-2, teacher guidance and support is necessary.

Writing tasks aligned to the standards may be associated with texts, text sets, or topics; some tasks may be student-driven demonstrations of writing skills learned and synthesized in class. Writing tasks should increase in rigor from the beginning to the end of the school year. Teacher materials to teach and support students’ writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent in class practicing, revising, and creating. A criterion for written pieces should be clearly defined and aligned to the standards.

Research or Standards connection:

“Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how.... Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure” (Appendix A, p. 23).

Resources:

- [Information Regarding Distribution](#)
- [CCSS ELA Writing Anchor Standards 1-3](#)
- [Appendix A](#) (p. 23)

Indicator 1j Guiding Question:

Do the materials include a range of writing text types/genres/modes appropriate for the grade level?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Look for different genres/modes/types of writing.
- Look for Teacher’s Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, guided writing, writing stems or cloze practice activities, application activities, and writing in context.

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials include a range of writing text types/genres/modes appropriate for the grade level?
- Are writing text types/genres/modes taught throughout the year as opposed to leaving some toward the end of the year?

During the cluster meeting:

- Share evidence of the indicator.
- Do materials provide a year’s worth of writing instruction for students to address different genres and modes?
- Do the writing text types/genres/modes reflect the distribution required by the standards?
- Discuss any questions that were not answered by this curriculum.

- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1k	Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Writing opportunities are focused around students' recall of information to develop opinions from reading closely and working with evidence from texts and sources. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Writing opportunities are focused around students' recall of information to develop opinions from reading closely and working with evidence from texts and sources. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Writing opportunities are focused around students' recall of information to develop opinions from reading closely and working with evidence from texts and sources.

About this indicator:

What is the purpose of this Indicator?

The standards call for authentic integration of writing with reading (as well as speaking, listening, and language). To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

This indicator focuses on writing to sources, a key task to grow students' literacy skills. Students in K-2 are asked to recall information from experiences or sources. At K-1, students should receive guidance and support from adults.

Teacher materials to support students' writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent in class.

Research or Standards connection:

“Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence” (CCSS Introduction, p. 7).

Resources:

- [CCSS Writing standards \(anchor standards\)](#)
- [CCSS Writing standards](#) (W.7, W.8 & at Grades 1-2 W.1, W.2)

Indicator 1k Guiding Question:

How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify which writing assignments are connected to texts, paired selections, and/or text sets.
- Look for regular (daily and weekly) writing opportunities that vary in purpose and length and that flow from the instruction and text-specific/text-dependent questions.
- Look for writing assignments that match up with the grade band distribution. Consider opportunities that promote evidence-based writing and analysis. Writing assignments should require students to use literature, informational text, poetry, and non-print sources.

Cluster Meeting

Preparing for the cluster meeting:

- How much instructional time is spent building students’ writing skills over the course of the school year?
- How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts? What kinds of writing are used with opportunities that support integrating reading as well? There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions or prompts that ask students to go beyond the text.
- Are writing opportunities (and instruction) embedded in daily curriculum, or are they stand-alone, decontextualized activities and exercises?
- How much instructional support is available for teachers to guide students’ understanding of developing ideas, building components of structured writing (e.g., paragraphs, introductions, conclusions, etc.) as well as integrating evidence from texts and other sources?

During the cluster meeting:

- Share evidence of the indicator.
- Do frequent writing opportunities provide students opportunities to practice and apply writing to recall information from sources?
- Discuss any questions that were not answered by this curriculum.

- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1l	Materials include explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing.

About this indicator:

What is the purpose of this Indicator?

Grammar and conventions are taught in a sequence consistent with the demands of the standards and are integrated with the reading and writing instruction. Some grammar, mechanics, and conventions may be taught explicitly (e.g., to introduce a concept), but materials should provide opportunities for students to grow their fluency with these standards through practice and application. Across a school year, materials should promote and build to students being able to apply conventions and other aspects of language within their own writing.

Research or Standards connection:

“The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives” (CCSS Introduction, p. 8)

Resources:

- [Language standards](#) in the CCSS for K-2 grades (pgs. 25-27)

- [K Language Standards 1-2](#)
- [Grade 1 Language Standards 1-2](#)
- [Grade 2 Language Standards 1-3](#)

Indicator 1I Guiding Question:

Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the table of contents and prefatory materials and identify how grammar and usage Language Standards exercises, practice, and support are identified (separate sections, embedded, in writing, in speaking, etc.)
- Review appendices and indexes for Language Standards supports.
- Look through all materials for any core materials that are stand-alone instructional materials for grammar and usage Language Standards.
- Review assessment materials for any grammar and usage Language Standards assessment items.
- Identify any Teacher Edition materials that support teachers in monitoring students' grammar and usage Language Standards development.
- Look at how grammar and usage standards are taught (explicit sections, embedded, or both).

Cluster Meeting

Preparing for the cluster meeting:

- How much instructional time is spent on grammar and usage Language Standards instruction?
- How are these standards taught (explicit instruction, embedded, or both)?
- Do students have practice around standards?
- How do the materials build on standards learned in the previous grade level?
- How do readings/texts support the acquisition and practice of grade-level grammar and usage standards (e.g. Do they provide models of use?)?

During the cluster meeting:

- Share evidence of the indicator.
- Where do the materials explicitly address the grammar and conventions standards for the grade level?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1m	Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive year-long vocabulary development component. Vocabulary is repeated in contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high value academic words. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive year-long vocabulary development component. Vocabulary is repeated in contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high value academic words. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive year-long vocabulary development component. Vocabulary is repeated in contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high value academic words.

About this indicator:

What is the purpose of this Indicator?

This indicator identifies vocabulary instruction that is intentionally built into the year-long plans to grow students' academic vocabulary (Tiers II, III) as well as support students' ability to transfer vocabulary skills to other contexts. Vocabulary instruction should be crafted to be embedded in context with attention to accelerating struggling students' vocabulary deficiencies as well as growing at- and above-grade level readers' vocabulary development. Vocabulary instruction and focus should be thoroughly embedded in each part of a school year, with minimal "word lists" that are unrelated to the contexts of reading, writing, and research tasks in which students are engaging.

Opportunities to learn Tier II words are critical because Tier II words are often located in complex texts, but are not defined well by the context clues. When instructional materials note Tier II words for instruction, teachers can

emphasize acquisition of the words for learning, which provides greater access to complex texts. Tier III words are content specific and more effectively learned through a coherent course of study (Appendix A).

“Key to students’ vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through playful informal talk, discussion, reading or being read to, and responding to what is read” (Appendix A, p. 32).

Research or Standards connection:

“First, vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary. Direct instruction should include task restructuring as necessary and should actively engage the student. Finally, dependence on a single vocabulary instruction method will not result in optimal learning. [“Report of the National Reading Panel”](#)”

Resources:

- [Appendix A](#) (p. 32)
- [Language Standards 4-6](#)

Indicator 1m Guiding Question:

How is vocabulary development attended to in everyday instruction?

Evidence Collection

In the Instructional Materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to all vocabulary sections.
- Identify any overall guidance for vocabulary development, including any plans to support students’ development of Tier II, and III vocabulary.
- Look at materials directions for scope and sequence/curriculum mapping/etc. that highlights vertical articulation of vocabulary skills across grades.
- Identify areas in the curriculum that teach vocabulary words that are found in core texts.

Cluster Meeting

Preparing for the cluster meeting:

- How is vocabulary development attended to in everyday instruction?
- Does instruction call for students to think about the meaning of words as opposed to memorizing definitions?
- Are any definitions provided in student-friendly language?
- Are word meanings taught with examples related to the text as well as examples from other contexts more familiar to students?
- How do the instructional materials provide support for the teacher to identify students’ vocabulary development and understanding of words in and out of context?
- Is attention paid to vocabulary essential to understanding the text, *and* high value academic words?
- How do the instructional materials employ a year-long design?
- Is vocabulary organized with built in supports/scaffolds to foster independence?
- Are there checks for proficiency included?
- Is academic vocabulary introduced in context?

- Is academic vocabulary repeated in a variety of contexts?
- Are there opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts?

During the cluster meeting:

- Share evidence of the indicator
- How does this design to support vocabulary development build across grade levels?
- Discuss any questions that were not answered by this curriculum
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.3

Tasks and Questions: Foundational Skills Development K-2

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

What is the purpose of this Criterion?

This criterion highlights the importance for students to develop foundational literacy skills, especially in K-2. Students should have opportunities to receive systematic explicit instruction in all components of foundational skills including print concepts, phonological awareness, phonics, word recognition and analysis, and fluency. Additionally, students should have multiple and varied opportunities to practice and apply new foundational skills learning. The development of phonological awareness and phonics skills/strategies are essential so that students have the context to build upon to be able to distinguish individual sounds, or phonemes, within words and learn the necessary sound/spelling relationship critical to reading complex texts and spelling success. The strategic use of an explicit, research-based logical progression supports students in transferring learning to long-term memory.

Research Connection

“While language is naturally acquired by the normal child through exposure in the context of human interaction, the acquisition of decoding is not, formal instruction generally being required” (Calfée and Drum 1986; Gough and Hillinger 1980; Stanovich 1986).

“Recognizing printed words further requires that one learn and apply the many correspondences between particular letters and phonemes, so that the pronunciation of a printed word can be figured out (“decoded”); matching the derived pronunciation to stored information about spoken words in one’s mental lexicon enables the identity of the printed word to be recognized” (Scarborough, 2001).

Systematic: “The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on” (Mesmer and Griffith, 2005).

“The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed” (Report of the National Reading Panel, 1999).

Explicit: “The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach” (Mesmer and Griffith, 2005).

[Report of the National Reading Panel](#)

[The Simple View of Reading](#)

[Connecting Early Language and Literacy to Later Reading \(Dis\)Abilities: Evidence, Theory, and Practice](#)

[Teaching Reading is Rocket Science by Louisa Moats](#)

Scoring:

Meets Expectations

- 20-24 points

Partially Meets Expectations

- 12-19 points

Does Not Meet Expectations

- <12 points

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

<p>Criterion 1.3</p>	<p>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>
<p>Indicator 1n</p>	<p>Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.</p> <p>1n.i. Explicit instruction in phonological awareness (K-1) and phonics (K-2). 1n.ii. Phonological awareness based on a research-based continuum (K-1). 1n.iii. Phonics demonstrated with a research-based progression of skills (K-2). 1n.iv. Decode and encode common and additional vowel teams (Grade 2).</p>

<p>Scoring: 1n. i. Explicit instruction in phonological awareness (K-1) and phonics.</p>		
<p style="text-align: center;">Kindergarten</p>		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of

<p>all grade-level phonics standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>all grade-level phonics standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>all grade-level phonics standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern.
<h3>Grade 1</h3>		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards. Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern.
<h3>Grade 2</h3>		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics

<p>standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern. 	<p>standards.</p> <ul style="list-style-type: none"> Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern.
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Scoring:
1n. ii. Phonological awareness based on a research-based continuum (K-1).

Kindergarten and Grade 1		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills. Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. Materials include a variety of activities for phonological awareness. There are frequent opportunities for students to practice phonological awareness. Materials provide ample opportunities for students to practice each new sound and sound pattern. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills. Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. Materials include a variety of activities for phonological awareness. There are frequent opportunities for students to practice phonological awareness. Materials provide ample opportunities for students to practice each new sound and sound pattern. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills. Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. Materials include a variety of activities for phonological awareness. There are frequent opportunities for students to practice phonological awareness. Materials provide ample opportunities for students to practice each new sound and sound pattern.

Scoring:
1n. iii. Phonics demonstrated with a research-based progression of skills. (K-2)

2 points	1 point	0 points
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<p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics. • Materials contain a variety of methods to promote students' practice of previously taught current grade level phonics. • Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. • Materials have a clear research-based explanation for the order of the phonics sequence. • Materials provide sufficient opportunities for students to develop orthographic and phonological processing. 	<p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics. • Materials contain a variety of methods to promote students' practice of previously taught current grade level phonics. • Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. • Materials have a clear research-based explanation for the order of the phonics sequence. • Materials provide sufficient opportunities for students to develop orthographic and phonological processing. 	<p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics. • Materials contain a variety of methods to promote students' practice of previously taught current grade level phonics. • Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. • Materials have a clear research-based explanation for the order of the phonics sequence. • Materials provide sufficient opportunities for students to develop orthographic and phonological processing.
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Scoring:

1n. iv. Decode and encode common and additional vowel teams (Grade 2).

Grade 2

<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p>	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p>	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p>
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<ul style="list-style-type: none"> Materials include multiple opportunities over the course of the year for students to decode and encode common and additional vowel teams. Materials include opportunities for students to review previously learned common and additional vowel teams. 	<ul style="list-style-type: none"> Materials include multiple opportunities over the course of the year for students to decode and encode common and additional vowel teams. Materials include opportunities for students to review previously learned common and additional vowel teams. 	<ul style="list-style-type: none"> Materials include multiple opportunities over the course of the year for students to decode and encode common and additional vowel teams. Materials include opportunities for students to review previously learned common and additional vowel teams.
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About this indicator:

What is the purpose of this Indicator?

This indicator focuses on the necessity of including the many, yet critical foundational skills around phonology, phonemic awareness, and phonics in the materials. Materials require engaging lessons, ample activities and practice, which address foundational skills since these are the backbone of learning to read, write, speak, and listen. Materials should demonstrate a research-based scope and sequence of best practices for teaching phonological awareness and phonics, which also allow for flexibility.

Linnea Ehri (2000) wrote about the five stages of word learning: pre-alphabetic, partial alphabetic, alphabetic, consolidated, and instant word recognition. Students in the pre-alphabetic stage know few letter names and letter sounds, but rather, rely on pictures in books and rely on familiar words from surroundings. In the partial alphabetic stage, students know most of the letter names as well as the consonant sounds. Students can match written and spoken words and find letters in words. In the alphabetic stage, students understand the alphabetic principle and are able to sound out new words.

Phonological awareness: The ability to recognize sounds and separate words as well as recognizing syllables.

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds not printed letters or words. Phonemic awareness concerns the structure of spoken words rather than their meaning or their representation in print.

Phonics: Instruction about the printed symbols and their association with speech sounds.

Systematic: “The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on” (Mesmer and Griffith, 2005).

“The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed” (Report of the National Reading Panel, 1999).

Explicit: “The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach” (Mesmer and Griffith, 2005).

Adams (2001) writes, "The goal of explicit instruction is one of helping children to focus their attention on the relations that matter, because, again, that which one learns depends on that to which one attends" (p. 75).

Research or Standards connection:

“The NRP did find that explicit phonemic awareness and phonics instruction gave children a clear early advantage in reading...” (Shanahan, 2003, p. 648).

Resources:

- <http://www.corestandards.org/ELA-Literacy/RF/introduction/>
- [Appendix A](#) (pgs. 17-21 for this indicator)

Indicator 1n Guiding Question:

How do the materials provide explicit instruction and regular practice of phonological awareness and phonics learning?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment of Foundational Standards aligned to each grade level. Examples include:
 - Table of Contents (including prefatory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done.
- Teacher Edition identifies lessons and activities oral activities for phonemic awareness and phonological awareness (K-1) such as practicing rhyming, onsets, comparing sounds, contrasting sounds, blending sounds, substituting sounds, segmenting sounds, and manipulating sounds.
- Teacher Edition identifies research-based sequence of phonics throughout K-2.

Cluster Meeting

Preparing for the cluster meeting:

- What is the amount of recommended time allocated for each component (letter-sound relationships, phonemic awareness, phonological awareness, phonics) of lessons and activities?
- Consider the placement of foundational skills instruction (tasks, practice with) over a unit, semester, year (and, for teams: across multiple grades).
- How does the design inform the teaching and learning (e.g., explicit v. implicit/embedded phonics instruction, etc.)?
- How do the materials provide regular practice of phonemic and phonological awareness learning? Are there songs and poetry to practice phonemes? What are the directions to the teacher for demonstrating how to pronounce different phonemes? What phonemic and phonological activities do students practice?
- What is the hierarchy of phonemic awareness lessons and activities?
- What is the sequential instruction of phonics especially across the grade levels (K-2)?
- How do materials allow for meeting student needs and learning modalities?
- In Kindergarten, what sounds and letters are taught first? What onsets and rimes (word families) are taught with an emphasis on sounding out the letter-sound associations?
- In Grade 1, what digraphs, and consonant blends are taught? Are open and closed syllables taught? What diphthongs (vowel digraphs) are taught?
- In Grade 2, how are long and short vowels taught in single syllable words? What common vowel teams are taught?

- In Grade 2, are silent letter consonant clusters taught?
- Do materials rely on the three-cueing system? Is the use of the cueing system distracting students from decoding words?

During the cluster meeting:

- Discuss and share the evidence of the foundational skills in core materials.
- Discuss the amount of time spent for each component over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

<p>Criterion 1.3</p>	<p>Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>
<p>Indicator 1o</p>	<p>Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).</p>

Scoring:		
Kindergarten		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase). Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). There is a defined sequence for letter instruction to be completed in a reasonable 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase). Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). There is a defined sequence for letter instruction to be completed in a reasonable 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase). Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). There is a defined sequence for letter instruction to be completed in a reasonable

<p>time frame over the school year.</p> <ul style="list-style-type: none"> Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters). 	<p>time frame over the school year.</p> <ul style="list-style-type: none"> Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters). 	<p>time frame over the school year.</p> <ul style="list-style-type: none"> Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters).
<h3>Grade 1</h3>		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include frequent, adequate lessons and tasks/questions about the organization of print concepts (e.g., recognize features of a sentence). Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Materials include frequent and adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include frequent, adequate lessons and tasks/questions about the organization of print concepts (e.g., recognize features of a sentence). Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Materials include frequent and adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include frequent, adequate and tasks/questions about the organization of print concepts (e.g., recognize features of a sentence). Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Materials include frequent, adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations).
<h3>Grade 2</h3>		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details,

<p>sequence of events, problem and solution, compare and contrast, cause and effect).</p> <ul style="list-style-type: none"> Materials include frequent and adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 	<p>sequence of events, problem and solution, compare and contrast, cause and effect).</p> <ul style="list-style-type: none"> Materials include frequent and adequate many lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 	<p>sequence of events, problem and solution, compare and contrast, cause and effect).</p> <ul style="list-style-type: none"> Materials include frequent and adequate many lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations).
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About this indicator:

What is the purpose of this Indicator?

Students in Kindergarten need to recognize and name letters. Furthermore, they need to learn both upper- and lowercase letters. While some children come to school with prior knowledge about the alphabet, many early elementary students must learn directionality and function since reading right-to-left and top-to-bottom is a concept students learn from modeling and practice. Text functions with capitalization at the beginning of a sentence and punctuation at the end.

Text structure refers to how text is organized. Examples of text structures are: cause and effect, compare and contrast, main idea and details, problem and solution, and sequence of events. Being able to identify text structures helps students comprehend the paragraph or text. Features of text refers to components of text which are typically separate from the main content of text. Examples of text features are: table of contents, titles, glossary, index, pictures, and illustrations.

Research or Standards connection:

“What is a word? What is a letter? Five year olds will write letters and call them words or they may write a string of words and call them letters. The child only has to know his name and two or three other words to make correct generalizations about these basic concepts. However, many children take a long time to sort out these relationships and make some wrong assumptions at first” (Clay, 1975).

Resources:

- [Review Kindergarten Print Concepts](#)
- [Review Grade 1 Print Concepts](#)

Indicator 1o Guiding Question:

What instructional strategies are used to teach print concepts?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials for alignment to Foundational Standards for each grade level. Examples include:
 - Table of Contents (including prefatory materials to see the rationale for how instruction is approached).

- Instructions, questions and tasks in relevant foundational sections about the alphabet, print concepts, language functions, text structures, and text features.
- Teacher Edition identifies lessons and activities around the alphabet, directionality, and print concepts (K-1).
- Teacher Edition identifies lessons and activities about the structure of text and text features (1-2).

Standards Alignment:

Kindergarten

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

Grade 1

RF.1.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Cluster Meeting

Preparing for the cluster meeting:

- When and how do students learn the names of letters? Are letters taught in isolation? What activities do students practice to learn letters?
- How do students learn to differentiate between letters and words?
- How do the materials provide regular practice with print concepts at K-1? Does the teacher directly teach parts of a book and reading left to right and top to bottom?
- When and how do students learn parts of a book?
- When and how do students learn page sequencing?
- How is the function of text addressed? How do students show understanding of text functions?
- How do the materials address text structure? Is text form taught in conjunction with text structure?

During the cluster meeting:

- Share evidence of the indicator.
- What instructional strategies are used to teach print concepts?
- How do the teacher materials provide opportunities for students to learn the function of different genres of text?
- Are lessons and activities for text structure and text features tied to texts or taught in isolation?
- Discuss and share the evidence of these foundational skills in core materials.
- Discuss the amount of time spent for each component of print concepts over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.3	Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.
Indicator 1p	Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

Scoring:		
Kindergarten		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). Students have opportunities to read and practice high-frequency words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). Students have opportunities to read and practice high-frequency words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). Students have opportunities to read and practice high-frequency words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly

spelled words for students to make reading progress.	spelled words for students to make reading progress.	spelled words for students to make reading progress.
Grade 1		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read grade-level text. Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.

Grade 2

4 points	2 points	0 points
<p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade-level decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress. 	<p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade-level decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress. 	<p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade-level decodable words. Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. Materials include systematic and explicit instruction of irregularly spelled words. Students have opportunities to practice and read irregularly spelled words in isolation. Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.

About this indicator:

What is the purpose of this Indicator?

As students attempt to decode words, materials in early elementary should emphasize looking for phonics patterns.

Fluency is one of the components emphasized by the National Reading Panel. Fluency includes reading rate (speed), reading word recognition (accuracy), and reading prosody (expression). In Kindergarten, students' fluency is about decoding for automaticity and accuracy, although the teacher should still model prosody. In the beginning of the school year, fluency opportunities may be minimal for kindergarten students since many kindergarten students are moving from emergent literacy to conventional literacy.

Materials should provide teachers guidance in helping students become fluent readers. Materials provide teachers with assessments to determine students' fluency. Fluency lessons and activities should be authentic, engaging, and connected to the core materials.

Research or Standards connection:

“When good readers read aloud, their reading sounds natural and expressive. Fluent readers no longer struggle with decoding words and are able to focus their attention on the meaning of the text” (National Institute for Literacy, 2007, p. 12).

Resources:

- <http://www.corestandards.org/ELA-Literacy/RI/K/>
- <http://www.corestandards.org/ELA-Literacy/RI/1/>
- <http://www.corestandards.org/ELA-Literacy/RI/2/>

Indicator 1p Guiding Question:

How do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials for alignment to foundational standards aligned to each grade level. Examples may include:
 - Table of contents (including prefatory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done.
- Look for evidence of systematic instruction AND assessment to support development of decoding automaticity, high-frequency words, and oral fluency.
- Teacher Edition identifies metrics and systems for progress monitoring, fluency checks, or other measures to support teachers in identifying students' growth toward reading on grade level/for progress monitoring throughout the year.
- Look at questions and tasks in assessments (screeners, inventories diagnostics) about decoding skills, high-frequency word recognition, and fluency.
- Some materials may have grade level fluency passages with questions attached.
- Look for different types of reading opportunities (reader's theater, dialogues, song lyrics, narratives, speeches, whisper reading, repeated readings, choral reading, oral recitation, echo reading).
- Look at included student “optional readings” that may be included in appendices.
- Look for opportunities for students to read text aloud that is considered on-grade level especially in Grade 2.
- Examine teacher and student materials for word wall/bank components and high frequency words (K).

Standards Alignment:

Kindergarten

R.F. 3

- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

R.F. 4

- a. Read emergent-reader texts with purpose and understanding.

Grade 1

R.F. 3

- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

R.F. 4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2

R.F. 3

- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

R.F. 4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster Meeting

Preparing for the cluster meeting:

- How are high-frequency words taught in Kindergarten? What instructional strategies are employed in teaching high frequency words?
- Are high frequency words taught in isolation? Are phonics cues taught in association of the frequency words when possible?
- In Grade 1, are open and closed syllables taught?
- In Grade 1, what inflected endings are taught?
- In Grade 2, how are long and short vowels taught in single syllable words?
- In Grade 2, what single-syllable and two-syllable word patterns are addressed? In Grade 2, what prefixes and suffixes are addressed and learned?
- In Grades 1 and 2, how do students learn to recognize and read irregularly spelled words? What instructional strategies are employed for teaching students to recognize and read irregularly spelled words?
- How is decoding addressed in the materials? How are decoding lessons placed in the lessons for whole group vs. small groups? What materials are used (i.e., Elkonin boxes, manipulative letters, letter or word cards)?
- Consider the amount of recommended time allocated for fluency practice and for oral reading in each component of the lessons and assessments in Grade 1 and Grade 2.

- Consider the placement of foundational skills instruction (tasks, questions, practice opportunities) over a unit, semester, year (and, for teams: across multiple grades).
- Discuss the FLUENCY standard as it is represented in the instructional materials. Attend to the grade level materials being discussed.

During the cluster meeting:

- Share evidence of the indicator.
- How do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.3	Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.
Indicator 1q	Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Scoring:		
Kindergarten		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short vowel sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks. Materials provide frequent opportunities to read high-frequency words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short vowel sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks. Materials provide frequent opportunities to read high-frequency words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short vowel sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks. Materials provide frequent opportunities to read high-frequency words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words

<p>(reading) in connected text and tasks.</p> <ul style="list-style-type: none"> ● Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. ● Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence. 	<p>(reading) in connected text and tasks.</p> <ul style="list-style-type: none"> ● Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. ● Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence. 	<p>(reading) in connected text and tasks.</p> <ul style="list-style-type: none"> ● Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. ● Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence.
<h2>Grade 1</h2>		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> ● Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., spelling-sound correspondences of digraphs, decode one-syllable words, syllable and vowel relationship, decode two-syllable words, read words with inflectional endings) in connected text and tasks. ● Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. ● Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. ● Materials include decodable texts that contain grade-level phonics skills aligned to the 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> ● Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., spelling-sound correspondences of digraphs, decode one-syllable words, syllable and vowel relationship, decode two-syllable words, read words with inflectional endings) in connected text and tasks. ● Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. ● Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. ● Materials include decodable texts that contain grade-level phonics skills aligned to the 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> ● Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., spelling-sound correspondences of digraphs, decode one-syllable words, syllable and vowel relationship, decode two-syllable words, read words with inflectional endings) in connected text and tasks. ● Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. ● Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. ● Materials include decodable texts that contain grade-level phonics skills aligned to the

<p>program’s scope and sequence.</p> <ul style="list-style-type: none"> Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence. 	<p>program’s scope and sequence.</p> <ul style="list-style-type: none"> Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence. 	<p>program’s scope and sequence.</p> <ul style="list-style-type: none"> Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the program’s scope and sequence.
<h2>Grade 2</h2>		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., apply spelling-sound relationship on common words, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes) in connected text and tasks. Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., apply spelling-sound relationship on common words, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes) in connected text and tasks. Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials support students’ development to learn grade-level word recognition and analysis skills (e.g., apply spelling-sound relationship on common words, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes) in connected text and tasks. Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Materials include decodable texts that contain grade-level phonics skills aligned to the program’s scope and sequence. Materials include decodable texts that contain grade-level high-frequency/irregularly spelled words aligned to the

program’s scope and sequence.

program’s scope and sequence.

program’s scope and sequence.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on the necessity of including opportunities for students to practice, use, and apply word recognition skills in connected texts. Decodable readers provide students with the opportunity to practice word recognition skills because decodables are phonetically controlled. Other connected texts (i.e., songs, rhymes, poems) can be used to help students practice word recognition and word analysis skills. When teaching students how to read, students need access to many strategies they were explicitly taught for decoding words. Learning word parts and word meanings helps students to progress toward decoding more advanced words in context.

Instruction in word recognition is important for beginning readers. Materials should include a research-based approach (scope and sequence) to introducing and practicing word recognition as well as structural analysis and word analysis. Readers need instruction as to how to look for familiar letter families and how to associate letters and sounds to blend phonemes and pronounce words in connected texts. Materials should be engaging for the students and provide ample opportunities for regular practice with words including within a text.

Research or Standards connection:

“Those who set out to remember every letter of every word will never make it. Those who try to spell by sound alone will be defeated. Those who learn how to ‘walk through’ words with sensible expectations, noting sound, pattern, and meaning relationships, will know what to remember, and they learn to spell English” (Henderson, 1990, p. 70).

Words that beginning readers initially sound out through word analysis or phonics come to be recognized as whole units after readers encounter them repeatedly in connected text. This means that beginning readers need to read lots of connected text at an appropriate level to solidify their Word Analysis and Word Recognition abilities—to move from sounding out words to rapid Word Recognition”

Resources:

- <http://www.corestandards.org/ELA-Literacy/RI/K/>
- <http://www.corestandards.org/ELA-Literacy/RI/1/>
- <http://www.corestandards.org/ELA-Literacy/RI/2/>

Indicator 1q Guiding Question:

What is the sequential instruction of word recognition and word analysis and how do the materials provide opportunities for students to practice words within texts?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials for alignment to Foundational Standards aligned to each grade level. Examples include:

- Table of Contents (including prefatory materials to see the rationale for how instruction is approached).
- Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done.
- Weekly overview and activities that allow students to recognize words in connected text and write learned words in context.
- Lessons with whole-part-whole approach to learning high frequency words (high frequency words taught in context of story/text/poem/rhyme/song)
- Lessons with part-whole approach to learning high frequency words (high frequency words taught prior to seeing/reading them in the story/text/poem/rhyme/song)
- Daily lessons provide student opportunities to practice word recognition within text (could be in a big book, section of text, poem, rhyme, sentences).
- Decodables (decodable texts are phonetically controlled)
- Assessment support for word recognition in context.
- The Table of Contents for lesson plans about how to use decodable texts.
- The scope and sequence for phonics and for high-frequency words/irregularly spelled words.
- The end of the teacher manual or resources for the instructional routines for decodables.
- Small-group opportunities that use decodable texts.
- Examine student materials for word study lessons of syllabication, prefixes, suffixes, affixes, compound words.
- Look at decodables or decodable texts.

Standards Alignment:

Kindergarten

R.F. 3

Know and apply grade-level...word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1

R.F. 3

Know and apply grade-level word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final –e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-level appropriate irregularly spelled words.

Grade 2

R.F. 3

Know and apply grade-level word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Cluster Meeting

Preparing for the cluster meeting:

- What is the amount of recommended time allocated for word recognition and word analysis lessons?
- Consider the placement of word recognition and word analysis instruction (tasks, questions, practice) over a unit, semester, year (and, for teams: across multiple grades).
- How does the design inform the teaching and learning (e.g. word study, linguistic morphology, word dissection, etc.)?
- How do the materials provide regular practice for encoding (spelling) and decoding (reading)? Do students have opportunities to incorporate learned words and high frequency words into writing?
- What is the sequential instruction of word recognition and word analysis and how do the materials provide opportunities for students to practice words within texts?
- What student practice opportunities exist for word recognition and word analysis in decodables and text?
- While learning high frequency words, do students have opportunities to practice reading the words in context?
- In Kindergarten, what rimes and onsets are taught and studied for recognition? What phrases, sentences, and texts do students read to practice word recognition?
- In Grades 1 and 2, how are multi-letter chunks taught? Do students have opportunities to read words with multi-letter chunks in context? Do students read words with inflectional endings in context?
- In Grade 2, what prefixes and suffixes are addressed? Do students read words with prefixes and suffixes in context?
- Do materials rely on the three-cueing system? Is the use of the cueing system distracting students from decoding words?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss the amount of time spent for each component over the course of the school year. Is adequate time spent? Are the word recognition and word analysis skills being developed and extended to in-context for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice of word recognition and word analysis.
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.3	Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.
Indicator 1r	Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Assessment materials provide the teacher and students with information on students' current skills/level of understanding. Materials support the teacher with instructional adjustments to help students make progress toward mastery in all foundational skills. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Assessment materials provide the teacher and students with information on students' current skills/level of understanding. Materials support the teacher with instructional adjustments to help students make progress toward mastery in all foundational skills. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Assessment materials provide the teacher and students with information on students' current skills/level of understanding. Materials support the teacher with instructional adjustments to help students make progress toward mastery in all foundational skills.

About this indicator:

What is the purpose of this Indicator?

This indicator identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts

across a range of types and disciplines. Students are applying their foundational skills through decoding as they advance towards reading at grade level.

Ongoing assessment of foundational skills allows teachers to use various instruments, tools, observations, and student work samples to determine student progress. Foundational skill assessments should help a teacher determine a student's overall reading ability as well as subcomponents of each student's growth in foundational skills.

Assessments (diagnostic, formative, summative, informal, formal, pre-assessments, post-assessments, screening assessments, running records, portfolio, checklists, observations, etc.) support teachers in evaluating students' skills in order to plan effective instruction and activities for all students to make academic growth. These assessments inform teachers of next steps for whole group and small group instruction of foundational skills. Materials should provide assessments for teachers and students to assess student progress of foundational skills during the day, week, month, and year.

Research or Standards connection:

"The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention" (CCSS Foundational Skills, p. 15).

Resources:

- <http://www.corestandards.org/ELA-Literacy/RI/K/>
- <http://www.corestandards.org/ELA-Literacy/RI/1/>
- <http://www.corestandards.org/ELA-Literacy/RI/2/>

Indicator 1r Guiding Question:

What assessment measures are included for foundational skills?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards to each grade level. Examples may include:
 - Table of contents (including prefatory materials to see the rationale for how assessment is approached)
 - Assessment sections (diagnostic assessments, checklists, rubrics, running records, observation forms)
 - Protocols for how to support students performing below grade level
- Look for evidence of systematic instruction AND assessment to support development.
- Teacher Edition identifies metrics and systems for progress monitoring the foundational skills, phonics skills, and fluency checks to support teachers in identifying students' growth toward reading on grade level and for progress monitoring throughout the year.
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).
- Some materials may have grade level fluency passages with questions attached for comprehension checks.

Cluster Meeting

Preparing for the cluster meeting:

- What assessment measures are included for foundational skills?

- Are diagnostic assessments offered at regular intervals? Are there pre-assessments and post-assessments? What does the teacher do with the results of formal assessments?
- How are print concepts assessed in K-1?
- How is phonemic and phonological awareness assessed in K-1?
- How are phonics assessed across K-2?
- What tools are used to measure student learning of word recognition in K-2?
- How is fluency assessed in K-2?
- How frequently is student progress assessed?
- What assessments are suggested for teachers to use during lessons for immediate teacher feedback of student learning?
- What data tracking methods are employed?
- How do students participate in assessment?
- What kinds of feedback do students receive? Is the feedback based on lesson objectives?
- What instructional adjustments and protocols are recommended after the assessment is provided to students? Are there opportunities for more practice, re-teaching, and/or alternative instructional practices suggested?

During the cluster meeting:

- Share evidence of the indicator.
- Do the materials provide regular and systematic assessment opportunities?
- Do the assessments provide teachers with criteria? Do the assessments help teachers find evidence of each student moving toward mastery of a particular skill?
- Do the assessment materials provide progress information for students to be supported and move toward independence in foundational skills?
- What protocols exist for teachers on how to help students performing below grade level?
- Are the assessment materials aligned to the instruction?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.3	Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.
Indicator 1s	Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards. Materials provide strategies and supports for students in special populations to work with grade-level foundational skills and to meet or exceed grade-level standards. Materials regularly provide extensions and/or advanced opportunities to engage with foundational skills at greater depth for students who read, write, speak, and/or listen above grade level. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards. Materials provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards. Materials regularly provide extensions and/or advanced opportunities to engage with foundational skills at greater depth for students who read, write, speak, and/or listen above grade level. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards. Materials provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards Materials regularly provide extensions and/or advanced opportunities to engage with foundational skills at greater depth for students who read, write, speak, and/or listen above grade level.

About this indicator:

What is the purpose of this Indicator?

This indicator identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Students learn at different rates. This means materials need to support differentiation in order for all students' to achieve learning of foundational skills. As students develop phonological awareness, they become more able to decode and recognize words. Sufficient practice is needed for each student. Some students will need more support to develop automaticity. Furthermore, some students learn skills quicker and need opportunities for advancement and challenge. Some programs may address differentiation of foundational skills through response-to-intervention (RTI), which is a tiered form of instruction.

Materials to support each student's development of foundational skills should include support for individual differences and rates of progress and scaffold instruction to help each student make progress to the next skill. Materials should provide guidance/instructions to the teacher for remediating or challenging students' learning opportunities in foundational skills.

Research or Standards connection:

"Instruction should be differentiated: good readers will need much less practice with these concepts [Foundational Skills] than struggling readers will" (CCSS Foundational Skills, p. 15).

Resources:

- <http://www.corestandards.org/ELA-Literacy/RI/K/>
- <http://www.corestandards.org/ELA-Literacy/RI/1/>
- <http://www.corestandards.org/ELA-Literacy/RI/2/>

Indicator 1s Guiding Question:

How are foundational skill lessons and activities differentiated for students?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards aligned to each grade level. Examples may include:
 - Table of Contents (including prefatory materials to see how differentiation is addressed)
 - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done
 - Response-to-Intervention (RTI) tiers addressing foundational skills
 - Texts, books, and passages are used to support students at different levels in small group for fluency such as guided reading
 - Decodable books and passages support students at different levels
 - Small group instruction lesson plans with learning targets, instructional strategies (i.e., choral reading, echo reading, whisper reading, direct instruction), list of needed materials
 - Flexible groupings
 - Schedule of lessons for small groupings

- Look for evidence of systematic instruction AND assessment to support development.
- Look at teacher guidance and support after assessments (screeners, inventories, diagnostics) conducted to target students at different skill levels in foundational skills.
- Identify tasks and questions where students are accessing different strategies or methods to learn skills.

Cluster Meeting

Preparing for the cluster meeting:

- What is the amount of recommended time allocated for each component of lessons and assessments?
- How are foundational skill lessons and activities differentiated for students?
- How do the materials support teachers in scaffolding instruction of foundational skills?
- What opportunities are provided for remediation of foundational skills?
- What opportunities are provided for acceleration of foundational skills?
- How are lessons and activities modeled? Is there a gradual release of responsibility?
- Are lessons and activities of high quality and engaging for students to reach mastery of foundational skills? Do students have access to multiple ways of learning and not just worksheets?
- Are there suggestions to the teacher for supporting varying student needs?
- Consider the placement of foundational skills instruction (tasks, questions, practice) over a unit, semester, year (and, for teams: across multiple grades).

During the cluster meeting:

- Share evidence of the indicator.
- How are tasks and questions designed to allow students to demonstrate that they understand the components of foundational skills?
- Do materials provide instructional opportunities to scaffold and support each student's foundational skill needs?
- Will every student be able to achieve mastery of foundational skills?
- Are there suggestions for adapting instruction to meet student needs?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1

Building Knowledge

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

What is the purpose of this Criterion?

This criterion addresses the importance of building knowledge of topics and themes. Building knowledge provides students with opportunities to improve comprehension and vocabulary through reading multiple texts on a topic or theme and through reading texts closely. Students need to be provided with carefully sequenced questions that provide opportunities for them to unlock core understandings of the complex text and build a deeper understanding of the topic or theme they are reading about or listening to.

Research Connection

“...knowledge of content and of the vocabulary acquired through learning about content are fundamental to successful reading comprehension; without broad knowledge, children's reading comprehension will not improve and their scores on reading comprehension tests will not budge upwards either. Yet, content is not adequately addressed in American schools, especially in the early grades” (E.D. Hirsch, 2006).

“Knowledge truly is the most powerful determinant of reading comprehension” (Adams, 2010).

Scoring:

Meets Expectations

- 20-24 points

Partially Meets Expectations

- 12-19 points

Does Not Meet Expectations

- <12 points

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2a	Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/line of inquiry. • Texts build knowledge and the ability to read/listen and comprehend complex texts across a school year. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/line of inquiry. • Texts build knowledge and the ability to read/listen and comprehend complex texts across a school year. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/line of inquiry. • Texts build knowledge and the ability to read/listen and comprehend complex texts across a school year.

About this indicator:

What is the purpose of this Indicator?

Reading or actively listening (read aloud) to a series of texts on a topic allows for greater academic vocabulary growth, as the knowledge students develop facilitates determining meaning of unknown or partially known words. A focused line of inquiry (tasks, activities, etc.) included for each set of connected texts to build knowledge for students increases students' abilities to build knowledge and subsequently build more vocabulary and reading ability.

Students in Kindergarten, Grade 1, and Grade 2 can access complex texts with scaffolding and read aloud listening/viewing opportunities. In Kindergarten, students are expected to actively engage in group reading activities. In Grade 1, students are expected to read text with prompting and support. In Grade 2, provide scaffolding as needed for students to access complex text at the higher end of the grade band.

“Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.” ([Key Shifts in English Language Arts](#))

Research or Standards connection:

“...knowledge of content and of the vocabulary acquired through learning about content are fundamental to successful reading comprehension; without broad knowledge, children's reading comprehension will not improve and their scores on reading comprehension tests will not budge upwards either. Yet, content is not adequately addressed in American schools, especially in the early grades.” (E.D. Hirsch, 2006)

<https://www.aft.org/periodical/american-educator/spring-2006/building-knowledge>

Resources:

- [CCSS ELA Anchor Standards K-2](#)

Indicator 2a Guiding Question:

Are texts organized cohesively to build students' knowledge?

Evidence Collection

In the instructional materials being reviewed:

- Look at all texts and text sets, including differentiated texts, in sequence.
- Look at the materials' directions for scope and sequence/curriculum mapping/etc. that highlights vertical articulation of reading skills (e.g., how texts are organized, groupings, “units,” sections, etc.)
- Look across units and chapters for guidance around how much/how many texts students should read or actively listen to in order to build their reading to develop skills and to increase their knowledge.
- Identify how the materials organize readings and tasks through cohesive topics.

Cluster Meeting

Preparing for the cluster meeting:

- Are the texts connected by a topic (as opposed to a theme)?
- Is the sequence of texts conducive toward scaffolding students toward the requirements of Standard 10?
- Are students reading a variety of literacy and nonfiction texts that build science knowledge?
- Are students reading a variety of literacy and nonfiction texts that build social studies topics, and not just social studies themes?
- Are there sufficient opportunities for active engagement in group reading in Kindergarten?
- Is there sufficient prompting and support to read and access texts in Grade 1?
- Are there sufficient opportunities for independent practice with the texts in Grade 2?
- Are scaffolds provided to help students achieve proficiency?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss how the organization of core texts and suggested readings will grow students' reading skills and knowledge over the course of the school year.
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2b	Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards).

About this indicator:

What is the purpose of this Indicator?

This indicator identifies sequences of questions and tasks that support students’ development in skills around how to analyze the components of texts so they may navigate the content and be able to draw conclusions and articulate their evidence-based opinions. This indicator identifies directions for students to attend to language, key ideas, details, craft, and structures of texts. Questions and tasks should be coherently and intentionally sequenced to help students unlock core understandings of the text(s) being read and prepare them for the completion of a culminating task.

Analysis of language, key ideas, details, craft, and structure of texts at the Kindergarten level may require prompting and support to retell and identify key details about the author, the illustrator, books as well as similarities and differences. Students in Grade 1 are expected to retell stories and identify key details, reasons, and similarities and differences. In Grade 2, students are expected to recount stories, identify main topics, describe reasons and overall structure, and compare and contrast versions of a story.

Research or Standards connection:

“ While many approaches might yet be discovered, there are some common instructional patterns and reoccurring ingredients emerging that deserve mention. They have in common that the close attention paid to text--to author’s craft and text structure, to word choice, to the challenging vocabulary and syntax that are features of complex text--will strengthen students’ ability to handle these challenges for themselves.”

“Good materials and good instruction will build in strategies such as multiple reads, chunking the text, and a sequence of text dependent questions that, when addressed, unpack and illuminate what the text has to offer. Materials and instruction will push students to question the author. They will highlight and address key vocabulary and focus attention on the most complex sentences, all the while incorporating and integrating reading, writing, language, speaking and listening.”

[‘Both and’ Literacy Instruction K-5](#)

Resources:

- [CCSS Reading Standards](#)
- [CCSS Reading Standards Anchor Standards](#)

Indicator 2b Guiding Question:

Are the questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity?

Evidence Collection

Note:

This indicator attends to the RI and RL standards 1-3 Key Ideas and Details and 4-6 Craft and Structure.

In the Instructional Materials being reviewed:

- Look for and evaluate sets of questions that help the reader integrate knowledge and ideas from the text through addressing language, key ideas and details, and craft and structure.
- Look at the front matter of materials and read publisher directions and introduction to the design of teaching students how to navigate these textual components.
- Look at materials directions for scope and sequence/curriculum mapping/etc. that highlights vertical articulation among grades (e.g., how are “key ideas” attended to in each grade? Which elements of craft are highlighted in each grade?)
- Look at unit organization for a coherent “through line” of tasks and questions that focus on this type of analysis. (e.g., some chapter/unit questions are organized in this manner, often aligned with Depth of Knowledge-DOK, etc.)
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).

Cluster Meeting

Preparing for the cluster meeting:

- Are students given opportunities to analyze literary texts and the author's word choices and purpose?
- Are students given opportunities to identify key ideas and details in literary texts?
- Are students given opportunities to analyze craft and structure in literary texts?
- Are the tasks associated with language, key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?

- Over the course of a whole year's set of instructional materials, are identified elements moved from being directly taught to embedded in student work at the end of the year?
- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit? (e.g. compare and contrast point of view; determine the meaning of words identifying metaphors as well as understanding the purpose of metaphors; identifying the use of illustrations within a text).
- If these questions are answered correctly and tasks are completed well, do the questions support students' grasp of the role each component plays in the text?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss any evidence of progression of the skills within standards as they are laid out across the year's worth of instructional materials (and, if applicable, how the standard grows students' knowledge and skills across grades).
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2c	Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

About this indicator:

What is the purpose of this Indicator?

This indicator identifies sequences of text-based questions and tasks that support students’ development in integrating knowledge and ideas across both individual and multiple texts. The focus of this indicator is how well the materials support students’ development in analysis of knowledge and ideas.

In Indicator 1f, text-based questions were identified. This indicator builds on that identification to show the depth and integration of these questions and tasks, and identifies how they raise the level of rigor in the classroom beyond only literal interpretation. Questions and tasks should be coherently and intentionally sequenced to help students unlock core understandings of the text(s) being read and prepare them for the completion of a culminating task.

Research or Standards connection:

“We must provide students with strong content knowledge in many domains at all grade levels in order for them to develop adequate language comprehension abilities.” <https://www.cdl.org/the-simple-view-of-reading/>

Resources:

- [CCSS Anchor Standards](#)
- [CCSS RL Standards](#)
- [CCSS RI Standards](#)

Indicator 2c Guiding Question:

Do questions and tasks integrate knowledge and ideas within a single informational text? Do some questions and tasks integrate knowledge and ideas across multiple texts?

Evidence Collection

Note:

This indicator addresses RI and RL 7-9.

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to the design of teaching students how to integrate knowledge and ideas within an individual text and across multiple texts. .
- Look at unit organization for a coherent “through line” of tasks and questions that focus on this type of analysis. (e.g. some chapter/unit questions are organized in this manner, often aligned with DOK, etc.)
- Look for and evaluate sets of questions that address the integration of knowledge and ideas across texts.
- Look for and evaluate sets of questions that address analysis (describe, compare/contrast, explain, analyze) rather than recall of text elements.

Cluster Meeting

Preparing for the cluster meeting:

- Do questions integrate knowledge and ideas within a single informational text?
- Do some questions and tasks require students to use information from multiple texts?
- Do some questions integrate knowledge and ideas from multiple texts?
- Over the course of a year’s set of instructional materials, are identified elements moved from being directly taught to embedded in student work at the end of the year?
- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit?

During the cluster meeting:

- Share evidence of the indicator.
- Is support and guidance provided to teachers in supporting student’s literacy skills?
- Discuss any evidence of progression of the skills within standards as they are laid out across the year’s worth of instructional materials (and, if applicable, how the standard grows students’ knowledge and skills across grades).
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2d	Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening).

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on the culmination of a unit/section/text of learning, where sequences of high-quality text-based questions, activities, and tasks are synthesized by students into an integrated production of speaking and/or writing. Texts, discussion, and assignments are arranged so ideas develop from one lesson to another, incorporating print and digital texts. This indicator identifies one of the ways in which instructional materials support students' demonstration of knowledge and skills developed with ELA instruction. The questions and

tasks, when answered/performed well (read: on standard level proficiency) by students, should indicate that the student will also be able to complete the culminating tasks.

The culminating tasks should be of value to the student, should emphasize not only completion but also synthesis of more than one standard learned and practice, and should demonstrate knowledge learned over the course of a lesson, unit, or longer set of coursework. This indicator identifies this integration of skills to demonstrate knowledge of a topic.

Research or Standards connection:

“Instructional support materials should focus on posing questions and writing tasks that help students become interested in the text and cultivate student mastery of the specific details and ideas of the text” (Coleman & Pimental, 2012, p. 7)

Resources:

- [CCSS ELA Standards](#)
- [Appendix B](#) (pgs. 28, 36, 53 61)

Indicator 2d Guiding Question:

Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?

Evidence Collection

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to the culminating tasks (possibly called “projects;” may be embedded in the assessment materials as well). Be sure to attend to appendices and support materials for any “optional” culminating tasks. ****Note:** culminating tasks may occur at the end of a lesson, weekly, at the end of paired selections and/or text sets, or in combination.
- Look at materials directions for scope and sequence/curriculum mapping/etc. that highlights vertical articulation (e.g., how are culminating tasks increasing in rigor and demonstration of skills? Are culminating tasks more cognitively rigorous, do they take more time, are they “longer,” etc.?)
- Review culminating tasks and activities along with the corresponding sequences of questions and activities that anchor chapters, units, and/or topics. Consider tasks of different types and lengths that require students to pull knowledge gained through questions and tasks and integrate skills.
- Review student writing and speaking and listening tasks for evidence of students’ need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components at culminating sections. Also look at ongoing assessment design and tasks that scaffold students’ work to reach a culminating task.
- Identify WRITING (can include drawing in K-1) culminating tasks as well as SPEAKING culminating tasks.
- Review assessment supports identifying how culminating tasks built with sequences of text-dependent/specific questions and tasks are connected to the texts and text sets.
- Note tasks that leverage students’ use of *technology*.

Cluster Meeting

Preparing for the cluster meeting:

- Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?
- Are coherently sequenced text-based questions provided that prepare students to complete a culminating task?
- Do the culminating tasks require students to demonstrate acquired knowledge (from read-alouds in K-1)?
- Do culminating tasks meet the intricacies of the grade level standards—for example, use a variety of digital tools, add drawings or other visual displays to descriptions?
- How does the teacher know from student work (questions and tasks) if students are “on track” to completing a culminating task? (What evidence is in the Teacher Edition to support this? Is there any direction for students in the Student Edition to attend to their development to meeting the standards?)
- How are culminating tasks used over the course of the year-long instructional materials (e.g., as assessments, as the next step in a learning progression)?
- Do culminating tasks allow students to demonstrate knowledge through integrated skills? (reading, writing, speaking, listening)
- What types of culminating tasks are found in the instructional materials? Are culminating tasks varied throughout the year, or do they repeat the same task or task type throughout materials?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss how culminating tasks are used across the course of the year and across grade levels.
- Are the culminating tasks and activities synthesizing each unit/section of learning, building on the sequences of text-based questions and activities?
- How do culminating tasks over the year’s instruction support students’ ability to achieve grade level literacy skills?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2e	Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

About this indicator:

What is the purpose of this Indicator?

The standards call for authentic integration of writing with reading (as well as speaking, listening, and language). To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

In indicators 1i, 1j, 1k, and 1l, specific components of writing instruction are identified; this indicator addresses the big picture of students' engaging in writing work across the whole school year. Writing projects, tasks, and presentations must be aligned to the standards at the grade level and provide substantial support for students to learn skills, to practice and develop skills, and to apply writing skills. Some components of writing may be taught in isolation to learn and practice a skill, but the overall writing work of students must have some coherence to ensure attention to the integrated nature of the standards.

Writing tasks aligned to the standards may be associated with texts, text sets, or a topic; some tasks may be student-driven demonstrations of writing skills learned and synthesized in class. Writing tasks should increase in rigor from the beginning to the end of the school year. Teacher materials to support students' writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent both in and out of class practicing, revising, and creating.

Research or Standards connection:

“Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources” ([CCSS Writing Introduction](#)).

Resources:

- [CCSS Writing Anchor Standards](#)
- [CCSS Writing standards](#) (p. 19)

Indicator 2e Guiding Question:

Do the materials include support for students' writing instruction for a whole year's worth of instruction, engaging students with the grade-level writing standards?

Evidence Collection

Note:

Specific standard components progress and develop across grade levels. For example, note the detail in W.3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences) as it moves from Kindergarten to Grade 2:

Kindergarten: *W.K.3:*

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1st grade: *W.1.3:*

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

to 2 grade: *W. 2. 3:*

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.

In the instructional materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Look for Teacher's Edition materials that show exemplars and student samples.
- Look in assessments sections and identify writing assignments and tasks.
- Identify student rubrics and checklists.
- Identify support language/guidance around the integration of writing with reading.

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials include support for students' writing instruction for a whole year's worth of instruction engaging students with the grade-level writing standards?
- Are writing lessons, tasks, and projects authentically integrated with reading, speaking, listening, and language?
- Do teacher materials provide models, protocols, and plans to support implementation of the writing tasks, projects, and supports?
- Do the materials support teachers in monitoring students' writing development?
- Do the teacher materials include guidance or support for pacing of writing over shorter and extended periods of time appropriate to the grade level being reviewed?
- Do materials support opportunities for students to revise and build on new learnings?
- Do writing tasks and projects increase in rigor over time?

During the cluster meeting:

- Share evidence of the indicator.
- Are there quality writing assignments and tasks that span the whole school year?
- Is writing instruction aligned to the grade level standards?
- Do materials include models, protocols, exemplars, and assessments to support implementation of writing tasks and projects and monitoring students' writing development?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge and understanding through integrated reading, writing, speaking, listening, and language.
Indicator 2f	Materials include a progression of research skills that guide shared research and writing projects to develop students' knowledge using multiple texts and source materials.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. Materials support teachers in employing projects that develop students' knowledge on a topic. Materials include shared research projects to help develop students' research skills. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. Materials support teachers in employing projects that develop students' knowledge on a topic. Materials include shared research projects to help develop students' research skills. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. Materials support teachers in employing projects that develop students' knowledge on a topic. Materials include shared research projects to help develop students' research skills.

About this indicator:

What is the purpose of this Indicator?

Indicator 2f focuses on providing students robust instruction, practice, and application of research skills as they employ grade-level reading, writing, speaking and listening, and language skills.

This indicator identifies instructional material components that synthesize these skills and have students put them into practice as they simultaneously build knowledge about a topic (or topics).

Research or Standards connection:

“Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully

and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” ([CCSS Introduction](#))

Resources:

- [CCSS Writing Anchor Standards](#)
- [CCSS Writing standards](#) (p. 19)

Indicator 2f Guiding Question:

Do materials include a progression of research skills and shared research opportunities?

Evidence Collection

Note that research is explicitly identified in some standards (i.e., W.7, 8, 9) but is also dependent on reading, writing, speaking and listening, and language.

- Writing anchor standard 9 is not present in Kindergarten, Grade 1, and Grade 2.
- When reviewing, make sure to note the increased demand of standards from grade level to grade level. Have the grade level you are reviewing at hand.

Note the level of demand in W.7 across K-2:

Kindergarten through Grade 2, W.7: Participate in shared research and writing projects...

- Kindergarten: (e.g., explore a number of books by a favorite author and express opinions about them).
- Grade 1: (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- Grade 2: (e.g., read a number of books on a single topic to produce a report; record science observations).

Note the level of demand in W.8 from Kindergarten and Grade 1 to Grade 2:

- W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to all research projects/sections.
- Look at material directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of research skills across grades.
- Review the assessment materials for research-focused tasks (e.g., performance tasks, end of unit projects, cross-unit projects)
- Peruse the research projects to identify a progression of research skills across the school year (e.g., determining sources, gathering research, interviewing an expert), but note that does NOT mean research has to appear in EVERY unit.
- Identify the research projects and the appropriate research standard for the grade-level.

Cluster Meeting

Preparing for the cluster meeting:

- Are research projects organized to scaffold students' research and writing skills?
- Are research projects appropriate to the grade-level standards?
- Are research opportunities provided throughout the year's curricular materials (though does not have to be in every unit).?
- Is there explicit instruction in the research skills (an assignment with no direct instruction versus how to write a sequence of instructions)?
- Are research projects and tasks built into contexts and culminating tasks, or are they stand-alone projects and tasks?
- What are the differences in rigor from research projects identified for the beginning of the year v. those identified for end of the year?
- Are there opportunities for students to learn, practice, apply, and transfer skills into familiar and new contexts?

During the cluster meeting:

- Shared evidence of the indicator.
- How does this design to support research skill development build across grade levels?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2

Coherence

Materials promote mastery of grade-level standards by the end of the year.

What is the purpose of this Criterion?

This criterion addresses mastery of grade-level standards and its coherence with regard to program implementation and optional, or alternative, tasks. This criterion also addresses the necessity for standards to spiral over the course of the academic year in order for students to have sufficient opportunities to master the full intent of the standards at each grade level. Optional tasks that may be completed either in lieu of or to support core instruction should promote mastery of grade-level standards. Pacing suggestions for implementation should be able to be reasonably completed within a school year and alternative suggestions for implementation should not detract from core learning and mastery of grade-level standards.

Research Connection

“A key part of this ongoing comprehension process is maintaining a consistent standard for coherence. The term standard for coherence refers to a “reader’s criteria or general sense of the importance of forming a coherent representation, especially of how different parts of a text are related to one another” (Magliano et al, in McNamara, 2007, p.121) and how the text maps onto a reader’s prior knowledge. As text becomes more complex and as tasks become more demanding, students must develop and maintain an increasingly wide and rigorous standard for coherence if comprehension is to develop apace. The skilled reader monitors comprehension in accordance with this robust standard for coherence” (Peterson and Liben).

<https://docs.gatesfoundation.org/documents/literacyconveningprogressionofcomprehension.pdf>

Scoring:

Meets Expectations

- 7-8 points

Partially Meets Expectations

- 5-6 points

Does Not Meet Expectations

- <5 points

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2	Materials promote mastery of grade-level standards by the end of the year.
Indicator 2g	Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on alignment of core instruction, including instruction, tasks, and assessments that are not aligned to standards, such as comprehension strategies. Additionally, this indicator focuses on the need for students to have sufficient opportunities in each grade-level standard in a spiraling and logical sequence over the course of the year in order to address the full intent of the standard.

Research or Standards connection:

“Working to create curricula that bring all these ingredients together in a coherent and comprehensive fashion is work well worth doing. Eliminating the great disparity in ELA capacities between students, between

neighborhoods, between districts, is something few – especially classroom teachers – would fail to celebrate. Nor would anybody disagree that addressing and eliminating these disparities as early in a child’s school career as possible would have an enormously positive ripple effect on the remainder of a child’s education.” [‘Both and’ Literacy Instruction K-5](#)

Resources:

- [‘Both and’ Literacy Instruction K-5](#)
- [All CCSS ELA Standards](#)

Indicator 2g Guiding Question:

Do materials spend the majority of instructional time on grade-level content?

Evidence Collection

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to all sections.
- Look at scope and sequence/curriculum mapping/etc. that highlights vertical articulation of the ELA standards within and across grades, noting where standards are addressed and if the knowledge and skills spiral and build toward grade-level mastery.
- Review the assessment materials to ensure the knowledge and skills assessed demonstrate student’s growth in and mastery of the grade-level standards.

Cluster Meeting

Preparing for the cluster meeting:

- Are the *majority* (80% or more of each sub-bullet) of the following aligned to grade-level standards?
 - lessons/other instruction
 - questions and tasks
 - the content and expectations of assessment questions and tasks
- Do the students receive instruction in the standards multiple times throughout the year to ensure mastery of the full intent of the standards?
- How long do materials spend on reviewing prior grade-level content (look specifically at foundational skills and language standards)?

Share evidence of the indicator.

- How does the overall design of the materials ensure instruction aligns to the grade-level standards? across grade levels?
- Discuss any gaps or imbalances in how the standards are taught or assessed.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2	Materials promote mastery of grade-level standards by the end of the year.
Indicator 2h	Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. • Suggested implementation schedules can be reasonably completed in the time allotted. • Optional materials and tasks do not distract from core learning. • Optional materials and tasks are meaningful and enhance core instruction. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. • Suggested implementation schedules can be reasonably completed in the time allotted. • Optional materials and tasks do not distract from core learning. • Optional materials and tasks are meaningful and enhance core instruction. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. • Suggested implementation schedules can be reasonably completed in the time allotted. • Optional materials and tasks do not distract from core learning. • Optional materials and tasks are meaningful and enhance core instruction.

About this indicator:

What is the purpose of this Indicator?

This indicator measures the overall volume of instruction and assessment allotted to standards-aligned content and practices, including optional or ancillary materials that are offered as options to the traditional path through the program. While a program may “check all the boxes” by including all the pieces required to be considered an aligned program, there may be additional pieces included that, depending upon their volume and placement, may weaken an otherwise strong set of materials. Indicator 2g along with Indicator 2h seeks to discern between programs that minimize unaligned or off-grade-level content.

Research or Standards connection:

“We have known for some time that fidelity of implementation is vital to realizing the potential of curricular impact. As one research team concluded, ‘[The existing] research¹⁵ ha[s] concluded that level of implementation is a significant predictor of student achievement gain’ (Stringfield et al., 2000)” (Steiner, 2017).

Resources:

- [Curriculum Research: What We Know and Where We Need to Go](#)
- [All CCSS ELA Standards](#)

Indicator 2h Guiding Question:

Can implementation schedules be reasonably completed in the time allotted? Do optional tasks distract from core learning?

Evidence Collection

In the instructional materials being reviewed:

- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.
- Consider the days spent on lessons/activities versus assessment. Examine the number of days recommended for re-teaching or extensions.
- Examine alternative implementation suggestions and lessons/activities that may be completed either in lieu of core instruction or as a supplement to core instruction.
- Review lessons, student practice pages, and homework assignments, closely examining items marked as optional or supplementary.
- Review any teacher information provided on lesson purpose.
- Consider if there is too much or too little material. Students should be able to master ALL of the grade-level standards by the end of the course. Keep in mind that in a normal school year, instruction will not take place on each day due to re-teaching, assessment, field trips, etc.

Cluster Meeting

- Do the materials within the lesson allow students to learn at an appropriate pace for the given course level?
- How are the lessons structured? How are the lessons sequenced? Are there any instances where the sequencing of assignments is haphazard in development?
- How much time is designated for each lesson? Do the requirements of the lessons seem practical for teachers and students to complete in the suggested amount of time?
- Do optional tasks distract from core learning? Do the majority of optional tasks align to grade-level standards? Will completing optional tasks in lieu of core instruction create gaps in student mastery of grade-level standards?
- Are optional tasks varied over the course of the year or do they remain stagnant (eg. worksheets)?
- Do optional tasks contribute to core instruction to enhance student learning?
- Is the suggested implementation schedule viable for one school year as written? Does the alternative implementation schedule allow student mastery of ALL grade-level standards?
- Are optional tasks meaningful and designed to enhance core instruction?

Gateway 3: Usability

Criterion 3.1

Teacher Supports

The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

What is the purpose of this Criterion?

This criterion examines how the materials support teachers:

- in delivering the student and ancillary materials, especially as it relates to students' literacy development.
- in understanding the instructional approaches of the program and research-based strategies.
- in improving their own knowledge of the subject beyond the grade level.
- in understanding the role of the standards in the context of the overall series.
- in planning for effective instruction that includes appropriate materials and how caregivers can support student progress and achievement.

Scoring:

Meets Expectations

- 8-9 points

Partially Meets Expectations

- 5-7 points

Does Not Meet Expectations

- <5 points

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3a	Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. <li style="text-align: center;">AND Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives. 	<p>1 point</p> <ul style="list-style-type: none"> Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. <li style="text-align: center;">OR Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not provide comprehensive guidance that will assist them in presenting the student and ancillary materials. <li style="text-align: center;">AND Materials do not include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they contain teacher guidance with sufficient and useful annotations and suggestions for how to enact the student materials and ancillary materials.

Indicator 3a Guiding Question:

Do the materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development?

Evidence Collection

Review the materials, both print and digital (if available), across the series.

Look for and record evidence to:

- Describe if and how the materials include overview sections, annotations, narrative information, or other documents that will assist the teacher in presenting the student material and/or ancillary materials.
- Describe how information and guidance provided by the materials is useful for planning instruction. Look

for suggestions about instructional strategies and guidance for presenting the content (specifically how to support students' literacy development), which could include identifying and addressing student errors and misconceptions. These are often in the planning sections as well as margin notes, but could also be in the front matter philosophy, professional development, or explanations of program components.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How are the materials structured to provide information that will assist the teacher in presenting the student material or ancillary materials?
- How do the materials provide specific guidance to plan instruction and support students in the content (specifically how to support students' literacy development)?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3b	Materials contain adult-level explanations and examples of the more complex grade-level/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject. 	<p>1 point</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Materials do not contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they deepen teacher understanding of ELA content standards and expected student practices so that teachers can improve their own knowledge of the subject.

Indicator 3b Guiding Question:

Do the materials contain adult-level explanations and examples of the more complex grade/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject?

Evidence Collection

Review the materials, both print and digital (if available), across the series.

Look for and record evidence to:

- Describe if and how the materials provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where are supports provided for teachers to develop their own understanding of more advanced, grade-level concepts?
- Where are supports provided for teachers to develop their own understanding of concepts beyond the current course?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3c	Materials include standards correlation information that explains the role of the standards in the context of the overall series.

Scoring:

2 points	1 point	0 points
<ul style="list-style-type: none"> Correlation information is present for the ELA standards addressed throughout the grade level/series. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Explanations of the role of the specific grade-level/course-level ELA standards are present in the context of the series. 	<ul style="list-style-type: none"> Correlation information is present for the ELA standards addressed throughout the grade level/series. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Explanations of the role of the specific grade-level/course-level ELA standards are present in the context of the series. 	<ul style="list-style-type: none"> Standards correlations are inaccurate or missing. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> There are few, if any, explanations of the role of the specific grade-level/course-level ELA standards in the context of the series.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials provide documentation of how each lesson and unit correlate to the Common Core State Standards for ELA and whether materials provide explanations of the role of the standards at each unit/module in the context of the overall series.

Indicator 3c Guiding Question:

Do the materials include standards correlation information that explains the role of the standards in the context of the overall series?

Evidence Collection

Review the print and digital (if available) table of contents, pacing guides, scope and sequence, and other teacher materials.

Look for and record evidence to:

- Describe how teacher materials provide documentation that addresses how individual units, lessons, or activities throughout the series are aligned to reading, writing, speaking, and/or listening (Common Core ELA Standards), as applicable.
- Describe how teacher materials provide information to allow for coherence across multiple course levels, if applicable, to allow a teacher to make prior connections and teach for connections to future content.

Note:

- if standards correlation is inconsistent between levels (i.e. from the overview to a module or a lesson).
- if standards correlation is inaccurate.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Are the standards identified consistently and accurately?
- Do the materials identify how the current work fits into the K-12 progression of learning?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3d	Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials contain strategies for informing students, parents, or caregivers about the program, and it also examines the series to determine if the materials contain suggestions for how parents or caregivers can help support student progress and achievement.

Indicator 3d Guiding Question:

Do the materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement?

Evidence Collection

Look at both print and digital (if available) student materials and teacher materials, including beginning sections of the entire course, unit, chapter, or lesson that contains overview sections, teacher instruction pages, or ancillary supports for a narrative explanation of the content in each topic, paying attention to key instruction that will inform others that may be assisting the student's progress.

Look for and record evidence to:

- Determine where the materials contain strategies for informing students, parents, or caregivers about the ELA program. Look for forms of communication with parents and caregivers, including for families that may speak and read in a language other than English.
- Describe where the materials contain suggestions for how parents or caregivers can help support student progress and achievement. Look for any work that notes a school-to-home connection.
- Note whether any materials for parents (like letters home) have been translated into languages other than English. If so, list the available languages.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where do the materials contain overview sections, teacher instruction pages, or ancillary supports that

contain strategies for informing students, parents, or caregivers about the ELA program, including for families that may speak and read a language other than English?

- Where do the materials contain overview sections, teacher instruction pages, or ancillary supports that contain suggestions for how parents or caregivers can help support student progress and achievement?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3e	Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.

Scoring:		
2 points <ul style="list-style-type: none"> Materials explain the instructional approaches of the program. AND Materials include and reference research-based strategies. 	1 point <ul style="list-style-type: none"> Materials explain the instructional approaches of the program. OR Materials include and reference research-based strategies. 	0 points <ul style="list-style-type: none"> Materials do not explain the instructional approaches of the program. AND Materials do not include and reference research-based strategies.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they explain the instructional approaches of the program and whether they identify research-based strategies that have informed the design of the materials.

Indicator 3e Guiding Question:

Do the materials provide explanations of the instructional approaches of the program and identification of the research-based strategies?

Evidence Collection

Review the materials across the series.

Look for and record evidence to:

- Describe how and where the materials explain the instructional approaches of the program.
- Describe how and where the materials identify and reference research-based strategies that are used in the design.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how well do the materials explain the instructional approaches of the program?

- Where and how well do the materials identify and reference research-based strategies used in and throughout the program?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3f	Materials provide a comprehensive list of supplies needed to support instructional activities.

Scoring:

1 point

- Materials include a comprehensive list of supplies needed to support the instructional activities.

0 points

- Materials do not include a comprehensive list of supplies needed to support instructional activities.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials contain a comprehensive list of materials needed to support implementation.

Indicator 3f Guiding Question:

Do the materials provide a comprehensive list of supplies needed to support instructional activities?

Evidence Collection

Review the materials across the series.

Look for and record evidence to:

- Determine whether a comprehensive list of required materials is provided.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Does the series provide a comprehensive list of required materials? At what level(s) is the support provided (course, unit/module, lesson, etc.)?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3g	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3h	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.2

Assessment

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

What is the purpose of this Criterion?

This criterion

- examines how the materials measure individual student progress towards the standards and elements over time.
- examines how the materials provide guidance to monitor and move student learning.
- examines how the materials indicate which standards are assessed and provide accommodations while still assessing the intent of the standards.

Scoring:

Meets Expectations

- 9-10 points

Partially Meets Expectations

- 7-8 points

Does Not Meet Expectations

- <7 points

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3i	Assessment information is included in the materials to indicate which standards are assessed.

Scoring:

<p>2 points</p> <ul style="list-style-type: none"> Materials consistently identify the standards and practices assessed for formal assessments. 	<p>1 point</p> <ul style="list-style-type: none"> Materials identify the standards and practices assessed for some of the formal assessments. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Materials consistently identify the standards and practices assessed for formal assessments, but do not include all standards and practices for the grade or course level. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not identify the standards and practices assessed for the formal assessments. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Materials identify the standards and practices assessed for some of the formal assessments, but do not include all standards and practices for the grade or course level.
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About this indicator:

What is the purpose of this Indicator?

This indicator examines the assessment materials to determine whether they identify the standards being assessed for all formal assessment types. It is important to note that some assessments may be building toward the standards and not intended to measure full depth of the standards; these assessments should identify which aspects of the standards are being assessed and/or being built toward.

Formal assessments are determined by the publisher and could include all types: formative, summative, etc. Reviewers look for a list of standards assessed for the entire assessment and/or associated with each item/task. Reviewers look for evidence of identification only.

Indicator 3i Guiding Question:

Does assessment information included in the materials indicate which standards are assessed?

Evidence Collection

Review assessments and corresponding assessment guidance across the series. *Note: this is not an item analysis.

Look for and record evidence to:

- Describe how and where assessments clearly identify which standards are being assessed. Include the level at which the assessment is given (unit, lesson, etc.) and the level at which standards are identified (assessment, task, item, etc.).
- Describe any instances where standards are listed incorrectly or are not from the appropriate grade level/band.
- In the event that the assessments build toward grade-level or grade-band standards, describe whether the assessment information identifies which aspects of the standards are assessed. Also, describe how and where the materials include information that details how the assessments build toward the standards for the grade level or band.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the materials clearly identify which standards are assessed?
- Do the standards correlations or assessment guidance documents indicate if all standards for the grade level/band are assessed by the end of the grade level/band?
- If assessments are building towards the standards, do the materials identify which aspects of the standards are being assessed and how these contribute to building toward grade-level/grade-band standards?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3j	Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

Scoring:		
<p>4 points</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and suggestions to teachers for following-up with students. 	<p>2 points</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance but does not provide suggestions for following-up with students. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and suggestions to teachers for following-up with students but does not provide sufficient guidance for interpreting student performance. 	<p>0 points</p> <ul style="list-style-type: none"> Assessment system does not provide multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Assessment system does not provide multiple opportunities to determine students' learning and suggestions to teachers for following-up with students.

About this indicator:

What is the purpose of this Indicator?

This indicator examines assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools (e.g., sample student responses, scoring guidelines, and open-ended feedback), guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance.

Research or Standards connection:

Scoring tools ensure that assessments provide accurate and consistent information about a student's understanding of the lesson or standards. Answer keys, scoring guides and rubrics are examples of tools that provide criteria to score student work.

Indicator 3j Guiding Question:

Does the assessment system provide multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?

Evidence Collection

Review assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools.

Look for and record evidence to:

- Describe if and how assessments provide tools for scoring purposes (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback).
- Describe whether guidance is provided to teachers to interpret student understanding. Look for task-specific scoring guidance to help determine if a student has met the expectations.
- Describe whether teachers are provided with guidance to respond to student needs elicited by the assessment. Record evidence about follow-up steps/suggestions provided for the teacher.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide tools to score assessment items?
- Is guidance consistently provided to teachers to interpret student understandings?
- Are teachers consistently provided with guidance to respond to student needs elicited by the assessment?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3k	Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.

Scoring:		
<p>4 points</p> <ul style="list-style-type: none"> Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series. 	<p>2 points</p> <ul style="list-style-type: none"> Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level standards across the series. OR Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level shifts across the series. 	<p>0 points</p> <ul style="list-style-type: none"> Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the assessments within and across the materials to determine whether they include a variety of assessment types that are constructed in a manner that allows for the depth of the grade-level standards and shifts to be assessed.

Research or Standards connection:

CCSSO Criteria for High Quality Assessment: Section C - Align to Standards - English Language Arts/Literacy

Indicator 3k Guiding Question:

Do the assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series?

Evidence Collection

Review assessments and corresponding assessment guidance across the series.

Look for and record evidence to:

- Describe the different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) used for student assessments.

- Describe the different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice).
- Note specific examples of the assessment measuring all components of the grade-level standard.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and how are they used across different assessments, grades/courses, and series?
- Do the assessments include a variety of types (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice) and how are they used across different assessments, grades/courses, and series?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3I	Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series' assessments and assessment guidance documentation to determine what accommodations are available.

Indicator 3I Guiding Question:

Do the assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment?

Evidence Collection

Review assessments and corresponding assessment guidance across the series.

Look for and record evidence to:

- Describe where and how accommodations are offered that ensure all students can access the assessment,(e.g. text to speech, increased font size, etc.) without changing the content of the assessment.
- Describe any guidance for teachers on the use of provided accommodations.
- Describe whether any accommodations alter grade-level/course expectations or the content of the assessment for students.
- Describe any guidance provided for teachers to account for varied levels of English language proficiency without changing the content of the assessment, yet still allowing Multilingual Learners (MLLs)¹ to show grade level mastery regardless of language ability.
- Describe any guidance provided for teachers to allow for students with disabilities to demonstrate their knowledge and skills without changing the content of the assessment.

Cluster Meeting

¹ At EdReports, we use the term "multilingual learners" when we refer to students who are developing proficiency in multiple languages including students learning English as an additional language in school. This choice is the organization's attempt to use more asset-based language.

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the assessments provide accommodations for students?
- Where and how is guidance provided for teachers to use the accommodations?
- Do accommodations alter grade-level/course expectations for students?
- Are current instructional supports for MLLs maintained through the assessment process?
- Are current instructional supports for Students with Disabilities maintained through the assessment process?

Gateway 3: Usability

Criterion 3.3

Student Supports

The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.

What is the purpose of this Criterion?

This criterion examines how the materials:

- leverage diverse cultural and social backgrounds of students.
- provide appropriate support, accommodations, and modifications for special populations that support regular and active participation in learning English language arts and literacy.
- provide multiple access points for students at varying ability levels to engage with literacy content.
- include multi-modal opportunities for students to share their thinking.
- represent people of various demographic and physical characteristics.
- provide opportunities for teachers to use a variety of grouping strategies.
- are made accessible by providing appropriate supports for different reading levels.

Scoring:

Meets Expectations <ul style="list-style-type: none"> ● 6 points 	Partially Meets Expectations <ul style="list-style-type: none"> ● 4-5 points (*with no 0s) 	Does Not Meet Expectations <ul style="list-style-type: none"> ● <4 points
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Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3m	Materials provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.

Scoring:		
2 points <ul style="list-style-type: none"> Materials regularly provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work. 	1 point <ul style="list-style-type: none"> Materials do not regularly provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work. 	0 points <ul style="list-style-type: none"> There are no strategies, supports, or resources for students in special populations to support their regular and active participation in grade-level literacy work.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether the materials provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work.

Research or Standards connection:

For this indicator, special populations refers to students that must overcome barriers that may require special consideration and attention to ensure equal opportunity for success and in an educational setting.

Resources:

- [Supporting Special Populations, Office of Elementary and Secondary Education](#)

Indicator 3m Guiding Question:

What opportunities are there for students in special populations to engage with grade-level materials to support ongoing participation in learning English language arts and literacy?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe where and how the materials provide specific strategies and supports for differentiating instruction to meet the needs of students in special populations.
- Identify whether the materials support students in special populations in regular and active participation in grade-level literacy and include any instances where differentiation does not present opportunities to engage students in the work of the grade level.
- Describe teacher guidance around using grouping strategies with students in special populations.

Note - There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials provide appropriate differentiated strategies and supports for students in special populations?
- Do materials provide differentiation supports to sufficiently engage students in grade-level/course-level literacy?
- Do the materials include overarching guidance on strategies and accommodations for special populations? Are these evident in lessons?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3n	Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials provide multiple opportunities for advanced students to investigate the grade-level content at a higher level of complexity. <li style="text-align: center;">AND No instances of advanced students doing more assignments than their classmates. 	<p>1 point</p> <ul style="list-style-type: none"> Materials provide some opportunities for advanced students to investigate the grade-level content at a higher level of complexity. <li style="text-align: center;">AND There are few instances of advanced students doing more assignments than their classmates. 	<p>0 points</p> <ul style="list-style-type: none"> Materials provide few, if any, opportunities for advanced students to investigate the grade-level content at a higher level of complexity. <li style="text-align: center;">OR There are many instances of advanced students doing more assignments than their classmates.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether the materials provide opportunities for advanced students to engage in grade-level content at a higher level of complexity.

Indicator 3n Guiding Question:

What opportunities are present for students to engage in learning with grade-level English language arts and literacy at higher levels of complexity?

Are the opportunities that are present purposeful investigations or extensions?

Do the opportunities extend learning of the grade-level content or topic?

Evidence Collection

Review the student materials across the series.

Look for and record evidence to:

- Describe how and where students reading at or above grade level are working at a higher level of complexity with a standard. Note - this is not students completing additional tasks or more work, but is an extension of their learning.
- Identify strategies or supports for students reading at or above grade level to complete tasks at a higher level of complexity.
- Describe teacher guidance around using grouping strategies with advanced students.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the materials present opportunities specific to extending students' learning of the grade-level content?
- Where and how do the materials present opportunities to students to engage in grade-level content at a higher level of complexity?
- What opportunities do students have to develop and apply higher-level thinking?
- What strategies and supports are available for students to engage in grade-level content at a higher level of complexity?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3o	Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials for a variety of approaches to learning tasks over the grade level and grade band, a variety of opportunities for students to demonstrate their learning over time, opportunities for students to receive oral and/or written peer or teacher feedback, and opportunities for students to monitor and move their learning.

Indicator 3o Guiding Question:

What approaches to presentation of material are provided?

What approaches are provided for students to demonstrate and monitor their learning?

Do the approaches to presentation and demonstration of learning vary over the course of the year?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods.
- Describe how and where students have opportunities to share their thinking, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts.
- Describe how the program leverages the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply literacy ideas.
- Describe if and how materials provide for ongoing review, practice, self-reflection, and feedback.
- Describe if and how materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection.
- Describe if and how materials provide a clear path for students to monitor and move their own learning.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide multi-modal opportunities for students to share their thinking, ask questions, investigate, make sense of phenomena, and problem-solve using a variety of formats and methods?
- How and where do students have opportunities to share their thinking, to compare their thinking with other students or to new ideas presented in the learning opportunities, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts?
- Where and how often do the materials provide for ongoing review, practice, self-reflection, and feedback?
- Where and how often do the materials provide guidance for multiple feedback strategies, such as oral and/or written feedback?
- Where and how often do the materials provide guidance for multiple strategies for peer or teacher feedback?
- Where and how often do the materials encourage students to monitor their own progress based on feedback and self-reflection?
- Where and how often do the materials provide a clear path for students to monitor and move their own learning?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3p	Materials provide opportunities for teachers to use a variety of grouping strategies.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine the types and frequency of grouping strategies for teachers to use and to determine if guidance is provided to teachers on how and when to use specific grouping strategies.

Note: Evidence for grouping strategies with: special populations will be in 3m; advanced students in 3n; and MLLs in 3q.

Indicator 3p Guiding Question:
Do the materials provide opportunities for teachers to use a variety of grouping strategies?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials provide grouping strategies for students.
- Describe how and where the materials provide for interaction among students and the types of interactions provided.
- Describe how and where the materials provide guidance for the teacher on grouping students in a variety of grouping formats.

Note: If you identify grouping strategies specifically targeted to differentiated populations, please assign that evidence to the associated indicators (special populations will be in 3m; advanced students in 3n; MLLs in 3q).

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials provide different grouping strategies? How does this differ based on the needs of particular students?

- How and where do materials balance whole group, small group, and individual instruction to provide for interaction among students?
- How and where do the materials provide guidance for the teacher on how and when to use specific grouping strategies?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3q	Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards to regularly participate in learning English language arts and literacy.

Scoring:		
2 points <ul style="list-style-type: none"> Materials consistently provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through regular and active participation in grade-level literacy work. 	1 point <ul style="list-style-type: none"> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through active participation in grade-level literacy work, but not consistently. 	0 points <ul style="list-style-type: none"> Materials do not provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through regular and active participation in grade-level literacy work.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether the materials provide strategies, supports, and resources for students who read, write, and/or speak in a primary language other than English to support their regular and active participation in grade-level literacy work.

Indicator 3q Guiding Question:

Do the materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level literacy work?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how the materials frame their MLL approach and supports throughout the program for the explicit purpose of ensuring they are able to meet the standards.
- Describe how the materials provide strategies, appropriate support, and accommodations that will support MLLs’ regular and active participation. Include opportunities for speaking, listening, reading, and

writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.

- Describe content-specific or lesson-specific strategies or materials provided for supporting all students in engaging in grade-level/grade-band instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson, and there needs to be specific supports and/or routines that allow students to access grade-level instruction and content.
- Describe teacher guidance to support MLLs and to utilize the strategies, supports, and/or accommodations found. Also, describe how the learning opportunities and assessments help teachers identify and follow-up on whether the student has success in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.
- Describe how the materials incorporate varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning of grade-level content with opportunities for students to do so in various ways as their language development progresses.
- Describe teacher guidance around using grouping strategies with MLLs. Is there guidance as to how to use language proficiency in grouping students, i.e., when to group students by home language or by language proficiency, either heterogeneously or homogeneously?

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where do materials provide appropriate support, and accommodations for MLLs that will support their regular and active participation in learning English language arts and literacy?
- Where is there evidence of specific resources and strategies supporting all students?
- Where are differentiation supports present for MLLs?
- What materials would help teachers provide lessons and concepts to help support these students?
- Are there oral language development activities (speaking and listening) for students that provide pathways, including scaffolds and supports for MLLs to engage with grade-level content and to develop disciplinary practices and knowledge of the subject matter? Speaking and listening activities without specific supports for MLLs would not be sufficient evidence.
- Are there reading and writing activities that engage MLLs in topics and prompts with peers and teacher throughout and as an integral part of the reading and writing process to develop disciplinary practices and knowledge of the subject matter?
- Do the materials for teachers provide guidance for instructional practices that promote student agency and learner autonomy for MLLs?
- Do the materials provide guidance for teachers to anticipate and address potential language demands and opportunities that may interfere with engagement of content? Do they clearly identify where both student successes and challenges may be rooted in misconceptions in content vs. language demands, through learning and assessment?
- Do the materials support teachers in identifying students at various language levels with guidelines for supporting these students in monitoring and moving their language development along the English proficiency progression?
- For MLLs still developing their language skills but exceeding in their ability to engage in grade-level content, do the materials allow for them to develop and deepen their understanding of concepts in their primary language?
- Are there vocabulary development supports specific to MLLs, not just to the content? If the focused-upon words are needed to grapple with the linguistic demand of the lesson, then they are MLL

supports. If all students need content vocabulary knowledge to be successful in the lesson, then activities and strategies to learn those content-specific words are not MLL strategies.

- Are supports for MLLs differentiated based on level of language proficiency?
- Have we chosen evidence that is specific to supporting the language development of MLLs?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3r	Materials provide a balance of images or information about people, representing various demographic and physical characteristics.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials include a balance of images or information about people, representing various demographic and physical characteristics.

Indicator 3r Guiding Question:
Do the materials provide a balance of images or information about people, representing various demographic and physical characteristics?

Evidence Collection

Review the student materials across the series.

Look for and record evidence to:

- Describe if and how the materials provide examples of various demographic and physical characteristics.
- Describe if the images and those represented show students engaging in and able to do the work related to the context of the learning.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials and assessments depict different individuals of different genders, races, ethnicities, and other physical characteristics?
- How and where do materials and assessments balance positive portrayals of demographics or physical characteristics? Do names used in assessments, or images throughout the materials depict different genders, races, ethnicities, and other physical characteristics?
- Do the materials avoid stereotypes or language that might be offensive to a particular group?
- Are depictions of demographics or physical characteristics portrayed positively across the series, or is one demographic represented more positively than others? For example, do assessment items proportionately use male and female names for both correct and incorrect responses, or is one gender predominately used for incorrect responses?

- Do the materials provide representations that show students that they can succeed in the subject, going beyond just showing photos of diverse students not engaged in work related to the context of the learning?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3s	Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials for teacher guidance on connecting learning opportunities to students through use of student home language.

Indicator 3s Guiding Question:
 Do the materials present multilingualism as an asset in reading, and encourage support teachers of MLLs to use their students' home language strategically for learning how to negotiate texts in the target language?

Do the materials include instructions on how to garner information of a students' home language that will aid in learning?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how the materials provide suggestions and strategies to use the home language to support students in learning ELA.
- Describe how the materials present multilingualism as an asset in reading, and how to use students’ home language strategically for learning how to negotiate text in the target language.
- Describe how teacher materials include guidance on how to garner information that will aid in learning, including the family’s preferred language of communication, schooling experiences in other languages, literacy abilities in other languages, and previous exposure to academic or everyday English. Include whether and how the materials guide teachers to use this information strategically in instruction.

Cluster Meeting

Discuss and answer the following question to support consensus scoring conversations:

- What strategies are present to utilize student home language in context with the materials? Are these strategies generalized or specific to certain content?

- Do materials promote home language and knowledge as an asset to engage students in the content material?
- Do the materials use student home language as an additional support to gain access to the content, or rely on students understanding the content in their home language?
- Do the materials recognize all languages, or rely on known information about some of the more prevalent languages (i.e., cognates in Spanish)?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3t	Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials are designed to elicit and leverage diverse cultural and social backgrounds of students.

Indicator 3t Guiding Question:
 Do the materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe if and how materials make connections to the linguistic, cultural, and conventions used in learning ELA.
- Describe if and how materials make connections to the linguistic and cultural diversity to facilitate learning.
- Identify if teacher guidance is present on how to engage culturally diverse students in the learning of ELA.
- Identify equity guidance and opportunities in the materials.
- Identify opportunities for students to feel “acknowledged” such as tasks based on customs of other cultures.
- Identify prompts where students are encouraged to share how they (or their parents) do things at home or use information to create personal problems, etc.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How well do the materials capitalize on diverse cultural and social backgrounds of students?
- How well do the materials help to promote equity and access (across genders, cultures, or countries of origin)?

- How well are the learning goals, instructional activities, text, and images presented in a context designed to leverage diverse cultural and social backgrounds of students?
- How well are the learning goals, instructional activities, text, or images, likely to be relevant, interesting and/or motivating to students?
- How well do the materials connect to the students' funds of knowledge, culture, or community?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3u	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3v	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.4

Intentional Design

The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.

What is the purpose of this Criterion?

This criterion:

- examines how the materials integrate digital technology and interactive tools to support student engagement.
- examines how the materials use digital technology to provide collaborative opportunities for teachers and/or students.
- examines how the embedded technology and visual design supports student engagement and learning.

Scoring: Narrative Evidence Only

Note: No score is given for this criterion. Only qualitative evidence is provided.

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3w	Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials integrate interactive tools and/or dynamic software in ways that support student engagement ELA and literacy and is applicable to materials with digital components only.

Indicator 3w Guiding Question:

Do the materials integrate interactive tools and/or dynamic software in ways that support student engagement in ELA and literacy, when applicable?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe if and how digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools are available to students.
- Describe if and how included digital tools support student engagement in ELA.
- Describe if and how digital materials can be customized for local use (i.e., student and/or community interests).

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- What digital technology and interactive tools are included in the materials?
- How are digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools made available to students?
- How do included digital tools support student engagement in ELA?
- How can digital materials be customized for local use (i.e., student and/or community interests)?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3x	Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials provide opportunities and guidance for teachers and/or students to collaborate with each other and is applicable to materials with digital components only.

Indicator 3x Guiding Question:
 Do the materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.
- Describe which stakeholders the materials support collaboration between: teacher to teacher, teacher to student, or student to student.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide opportunities for online or digital collaboration?
- How and where do the materials provide opportunities for students to collaborate with the teacher and/or with other students?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3y	The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the visual design to determine if images, graphics, and models support student learning and engagement, without being visually distracting; examines for consistency in layout of the teacher and student materials; examines resources to determine whether they clearly communicate information; and examines resources to determine whether they contain any errors as they relate to usability.

Indicator 3y Guiding Question:
 Does the visual design (whether in print or digital) support students in engaging thoughtfully with the subject, and is neither distracting nor chaotic?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how images, graphics, and models support student learning and engagement without being visually distracting.
- Describe whether teacher and student materials are consistent in layout and structure across lessons/modules/units.
- Describe if and how the images, graphics, and models clearly communicate information or support student understanding of topics, texts, or concepts.
- Identify any errors in the resources related to usability.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Do all images, graphics, and models support student learning and engagement, without being visually distracting?
- Are the teacher and student materials consistent in layout and structure?
- Are there any directions, questions, or information in the instructional materials or assessments that are ambiguous, unclear, or inaccurate?

- Are the organizational features (Table of Contents, glossary, index, internal references, table headers, captions, etc.) in the materials clear, accurate, and error-free?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3z	Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they provide teacher guidance for the use of embedded technology to support and enhance student learning and is applicable to materials with digital components only.

Indicator 3z Guiding Question:
Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable?

Evidence Collection

Review teacher materials across the series.

Look for and record evidence to:

- Describe where and how the materials provide guidance for using embedded technology to support and enhance student learning, where applicable.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do teacher materials provide guidance for using embedded technology to support and enhance student learning, where applicable?