Gateway 1

Criterion 1.1

Criterion 1.2

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

Criterion 1.1: Text Complexity and Quality

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 experiences.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student experiences.	0/1/2	**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. Texts identified as "supplemental" or "optional" are not considered core texts.

As you examine the materials:
- Review the Table of Contents to identify the anchor texts.
- Read through anchor texts and accompanying teacher resources outlining them.

- Review the appendices, teacher resources, or other source 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.

Consider the following:
- Are the anchor texts rich in language? Do they provide academic and high-value vocabulary?
- Do most anchor texts over a year's worth of instructional materials encompass multiple themes and topics?
- Do most literary anchor texts provide rich characterizations (v. one-dimensional characters)?
- Are procured informational texts from trustworthy sources and authors?
- What evidence do you have that anchor texts are of publishable quality?
- If units contain text sets operating as anchor texts, how do they complement each other as quality texts?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- 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.

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

Criterion 1.1: Text Complexity and Quality

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: Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, identity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:

- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, identity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.	0/2/4	**Guiding question:** Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture?

Evidence Collection

As you examine the materials:
- Review the Table of Contents to identify the anchor texts.
- Read through anchor texts and accompanying teacher resources outlining them.
- Review the appendices, teacher resources, or other source for information about the anchor texts.

- Analyze anchor texts for the following:
  - percentage of various demographic and personal characteristics represented in the texts over the course of the year.
  - diversity of authors.
  - bias.
  - accurate representation of diverse populations and backgrounds.

Consider the following:
- Do at least 50% of the anchor texts include a balanced portrayal of various demographic and personal characteristics over the course of the year?
- Do anchor texts represent diverse populations and help to build knowledge about different demographic and personal characteristics?
- Are anchor texts free of bias?
- Do anchor texts accurately represent diverse populations and backgrounds?
- Are the authors of the anchor texts diverse?

Scoring: Materials can only score a 0, 2, 4.

0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**2 points: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**4 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.

- Instructional materials include a balanced and accurate portrayal of various demographic and personal characteristics over the course of the year.
- Authors of anchor texts are diverse and represent diverse backgrounds.
- Anchor texts are free of bias.

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

Criterion 1.1: Text Complexity and Quality

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: Materials reflect the variety of text types and genres required by the standards at each grade level.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1c. Materials reflect the variety of text types and genres required by the standards at each grade level.	0/1/2	**Guiding question:** Do the materials reflect a balance of informational and literary reading selections?

Evidence Collection

As you examine the materials:
- Review the instructional materials Table of Contents for literary and informational texts.
- Review the literary and informational texts that anchor a year's worth of curriculum.
- Identify the balance of literary and informational texts (30/70 for Grades 6-12).

Consider the following:
- Do the materials reflect a balance of informational and literary reading selections? What is the percentage of each?

- Do the selections reflect a variety of genres, including poetry, short stories, dramas, and novels? Record the variety and balance, noting specific numbers of each type, as applicable.
- Are any genres or text types missing?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials reflect the distribution of text types/genres required by the grade-level standards.
- Materials reflect a 30/70 balance of literary and informational texts.

Gateway 1:

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

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Criterion 1.1: Text Complexity and Quality

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: 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.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*1d. 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.	0/2/4	**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

Resources:
Text Complexity Chart
Qualitative Rubrics

As you examine the materials:
- Review the Table of Contents for anchor/core 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 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 ok if a different quantitative measure is used.
- Look for evidence of texts' qualitative level or perform an analysis (see qualitative rubrics). Note that different language may be used to describe qualitative features.
- Look for evidence of complexity of a range of texts in the beginning, middle, and end of the program.

Consider the following:
- 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 of anchor/core texts, paired selections, and text sets for the year-long grade-level materials?
- Does the analysis use the appropriate metrics (i.e., quantitative, qualitative, and reader/task consideration)for the grade level ?
- Are there any texts (and associated tasks) that seem above or below the grade level?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Core/Anchor texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.
- Core/Anchor texts are placed at the appropriate grade level.
- Core/Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and a rationale for educational purpose and placement in the grade level.
- Both the rationale and the analysis present accurate information.

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

Criterion 1.1: Text Complexity and Quality

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: 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.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1e. Series of text 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.	0/2/4	**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

Resources:
[Text Complexity Chart](#)

As you examine the materials:
- 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 the Table of Contents for literary and informational texts.
- 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.

Consider the following:
- 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 of anchor/core texts, paired selections, and text sets for the year-long grade-level materials?
- Does the analysis use the appropriate metrics (i.e., quantitative, qualitative, and reader/task consideration)for the grade level ?
- Are there any texts (and associated tasks) that seem above or below the grade level?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- 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).
- Series of texts include a variety of complexity levels throughout the year.

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

Criterion 1.1: Text Complexity and Quality

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 1f: Materials provide opportunities for students to engage in a volume and variety of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.10
- RI.10

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1f. Materials provide opportunities for students to engage in a volume and variety of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.	0/1/2	**Guiding question:** Are students reading a volume and variety of texts both through interacting with the teacher and/or classmates or independently in school or outside of the classroom?

Evidence Collection

As you examine the materials:
- Review all materials for texts identified as either a required text or a suggested text, including texts for guided reading and independent reading. Include texts such as the basal reader, anchor texts, guided readers, trade books, supplemental texts (print or online), and chapter books.

- Review anchor texts and text sets for a range of text types, genres, disciplines, and topics.
- Look across units and chapters for guidance around how much/how many texts students should read to build their reading to develop skill and to increase their knowledge.
- Look in the materials for opportunities for independent reading.
- Look in the Teacher Edition for suggested reading logs or journals, which service as student accountability.

Consider the following:
- What is the amount of instructional time allocated for students to read independently with grade-level text?
- 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 address range and volume of reading? Consider whole texts, partial texts, and text sets.
- How are more challenging texts and remedial texts suggested to students in the curriculum map?
- 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?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres to become independent readers at the grade level.
- Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- There is sufficient teacher guidance to foster independence for all readers.
- There is a proposed schedule for independent reading.
- There is a tracking system (which may include a student component) to track independent reading.
- Most texts are organized with built in supports/scaffolds to foster independent reading.

● Independent reading procedures are included in the lessons.

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 Questions and Tasks Grounded in Evidence

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

*Indicator 1g: 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).

Standards:
- MS CCR ELA Reading Anchor Standards
- RL.1–9
- RI.1–9
- W.9a–b
- SL.1–3

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.

- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*1g. 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.	0/2/4	**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
Resources: Understanding Text Dependent Questions

As you examine the materials:
- Review the table of contents, materials appendices, and other support materials to identify attention to text-specific and/or text-dependent questions and tasks.
- Review tasks and questions associated with texts, paired selections, text sets, chapters/units.
- Look through teacher and student editions for questions and tasks that are text-specific and text-dependent.
- Identify questions and tasks that are not associated with a text, paired selection, or text set and compare these to the overall quantity of those that are text-based.

Consider the following:
- Are 80% or more of the questions and tasks text-specific and/or text-dependent? Do they require careful reading of the texts?
- Do these questions and tasks support students drawing on textual evidence to support their learning of explicit facts 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 and tasks require readers to produce evidence from texts to support claims when writing and/or speaking?
- Do materials include questions and tasks that are connected to texts? (Both should be present in materials.)

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- The majority of questions, tasks, and assignments included in the instructional materials within a unit and over the course of the year are text-specific and/or text-dependent.
- Text-specific and/or text-dependent questions, tasks and assignments support students in making meaning of the core understandings of the texts being studied.
- Teacher materials provide support for planning and implementation of text-specific and/or text-dependent questions, tasks, and assignments.

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

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1h: Materials provide frequent opportunities and protocols that align to grade-level Speaking and Listening standards.

Standards:
- MS CCR Speaking and Listening Anchor Standards 1–3
- SL.1–3

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1h. Materials provide frequent opportunities and protocols that align to grade-level Speaking and Listening standards.	0/1/2	**Guiding question:** Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?

Evidence Collection
As you examine the materials: • Review the table of contents, appendices, and other support materials for guidance around how students will use discussions and speaking and listening skills with text-specific and/or text-dependent questions and tasks. • Attend to speaking and listening/discussion lessons that specifically identify discussions that include teacher modeling of the use of academic vocabulary and syntax.

- 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.

Consider the following:
- 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 the materials demand that students engage effectively in a range of conversations and collaborations as they express well-supported ideas clearly and build on others' ideas?
- Do materials provide multiple entry points to ensure all students can participate in Speaking and Listening activities?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials provide protocols for evidence-based discussions across the whole year's scope of instructional materials.
- Protocols for speaking and listening are varied across the academic school year.
- Support for evidence-based discussions encourages teacher modeling of academic vocabulary and syntax during speaking and listening opportunities.
- Teacher materials support implementation of these standards to grow students' speaking and listening skills.
- Teacher materials provide guidance for multiple entry points to provide all students access to speaking and listening opportunities in order to grow students' speaking and listening skills.

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

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1i: Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

Standards:
- MS CCR Speaking and Listening Anchor Standards 4–6
- SL.4–6
- L.3

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1i. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	0/1/2	**Guiding question:** How much instructional time is dedicated to students practicing and applying speaking and listening skills?

Evidence Collection

As you examine the materials:
- Look in the introductory materials for specific 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 reading and research tasks to identify where suggested speaking and listening activities are incorporated.

- Look to see if discussion questions are provided and are sequenced to increase the rigor.
- Look to see if students have multiple opportunities across chapters, units, and the school year to engage in evidence-based discussions.
- Look for models and examples provided for students to practice building their speaking skills and that they are grade-level appropriate (e.g., the use of graphic organizers, sentence stems, or discussion protocols).
- Look for specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.
- Look for opportunities for students to demonstrate independence in speaking and listening.

Consider the following:
- 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 researching?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?
- How do materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

Scoring: Materials can only score a 0, 1, 2.

0 points: Does Not Meet Expectations	1 point: Partially Meets Expectations	2 points: Meets Expectations
Materials DO NOT meet ANY of the requirements of this indicator.	Materials DO NOT meet ALL of the requirements of this indicator.	Materials meet ALL of the requirements of this indicator.

- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports for teachers.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

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 Questions and Tasks Grounded in Evidence

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

Indicator 1j: Materials include a mix of on-demand and varied process writing (e.g., multiple drafts, revisions over time) incorporating digital resources where appropriate.

Standards:
- MS CCR Writing Anchor Standards
- W.4–6
- W.10
- L.3a

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1j. Materials include a mix of on-demand and varied process writing (e.g., multiple drafts, revisions over time) incorporating digital resources where appropriate.	0/1/2	**Guiding question:** Do materials include on-demand and process writing tasks?

Evidence Collection

As you examine the materials:
- Review the prefatory/introductory 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, and which are stand-alone writing lessons and projects.
- 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 indicators of new writing skills, practice activities, application activities, and writing in context.
- Look in assessment sections and identify writing assignments and tasks.
- Review any digital materials and resource options.

Consider the following:
- Do the materials include support for students' writing instruction for a whole year's worth of instruction?
- Do writing tasks and projects include learning, practice, and application of writing skills?
- Are the writing tasks and projects varied? Do they provide students with choices?
- Are writing tasks connected to texts and/or text sets?
- 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?
- 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?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**1 point: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**2 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction.
- Opportunities for students to revise and/or edit are provided.
- Materials include digital resources where appropriate.

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

*Indicator 1k: Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

Standards:
- MS CCR ELA Writing Anchor Standards
- W.1–4

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*1k. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	0/2/4	**Guiding question:** Do the materials include a range of writing text types/genres/modes appropriate for the grade level?

Evidence Collection

As you examine the materials:
- Review the prefatory/introductory 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.

- 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.
- Look for Teacher's Edition materials that show exemplars and student samples.

Consider the following:
- 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?
- Are writing assignments and tasks present across the whole school year?
- Do the materials include models/exemplars/samples for students?
- Do the materials support teachers in planning for and monitoring students' writing development?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- 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).
- Materials include sufficient writing opportunities for a whole year's use.

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

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*Indicator 1I: Materials include explicit instruction and frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.

Standards:
- MS CCR ELA Writing Anchor Standards
- W.1–4

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

*1I. Materials include explicit instruction and frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	0/2/4	**Guiding question:** How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?

Evidence Collection

As you examine the materials:
- Review the prefatory/introductory 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 Teacher Edition materials that show a progression of writing skills.
- Look for indicators of new writing skills, practice activities, application activities, and writing in context.

- 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.

Consider the following:
- 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?
- Do materials support opportunities for students to revise and build on new learnings?
- Do writing tasks and projects increase in rigor over time?
- Are writing tasks, prompts, and projects varied over the course of the year or are they repeated?

Scoring: Materials can only score a 0, 2, 4.		
0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	**2 points: Partially Meets Expectations** **Materials DO NOT meet ALL of the requirements of this indicator.**	**4 points: Meets Expectations** **Materials meet ALL of the requirements of this indicator.**

- Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' analyses and claims developed from reading closely and working with texts and sources to provide supporting evidence.

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1m: Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.

Standards:
- L.1a–b
- L.2a–c

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

1m. Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.	0/1/2	**Guiding question:** Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?

Evidence Collection

As you examine the materials:
- Review the table of contents and prefatory/introductory 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 grammar and usage 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 Language standards expectations are taught (explicit sections, embedded, or both).

Consider the following:
- How much instructional time is spent on grammar and usage Language standards instruction?
- How are these standards taught (explicit sections, 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?)?

Scoring: Materials can only score a 0, 1, 2.		
0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.	**1 point: Partially Meets Expectations** Materials DO NOT meet ALL of the requirements of this indicator.	**2 points: Meets Expectations** Materials meet ALL of the requirements of this indicator.

- Materials include explicit instruction of grammar and usage standards for the grade level.
- Materials include opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing.

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Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

*Indicator 1n: Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Standards:
- RL.4
- RI.4
- L.4–6

As you gather evidence:
- Gather at least 2–3 complete examples of evidence that align to the scoring criteria.
- Identify the score you would assign based on the scoring guidance listed below.
- Write an explanation/rationale of why/how your evidence examples support your score.

During your team discussion:
- The Lead will share the evidence collected. The discussion should include identifying the strongest examples to support the score.
- Discuss how the materials explicitly and implicitly address the indicator requirements based on the scoring criteria.
- Seek consensus and agree on final ratings. The Lead will facilitate teams in discussion. All positions must be based on evidence that is selected from across the entire school year's worth of materials. If there is a dissenting rating, there must be counter-evidence that includes more specific "non-examples" and/or citation of implementation risks (e.g., a component only being taught for 2 weeks, listed as optional or only for a specific group and not the whole class, etc.).

	0/2/4	**Guiding question:**
*1n. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.		How is vocabulary development attended to in everyday instruction?

Evidence Collection

As you examine the materials:
- 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 any Teacher's Edition guidance about supporting cross-content vocabulary development (may be in "professional

development" section).

Consider the following:
- How is vocabulary development attended to in daily instruction? How is it identified in culminating tasks and assessments?
- 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 or content areas?
- 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 checks for proficiency included?
- Is academic vocabulary introduced authentically (i.e, in context)?
- Is academic vocabulary repeated in a variety of contexts and used across texts?
- Are there opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts?

Scoring: Materials can only score a 0, 2, 4.

0 points: Does Not Meet Expectations **Materials DO NOT meet ANY of the requirements of this indicator.**	2 points: Partially Meets Expectations **Materials DO NOT meet ALL of the requirements of this indicator.**	4 points: Meets Expectations **Materials meet ALL of the requirements of this indicator.**

- Materials provide teacher guidance outlining a cohesive, year-long vocabulary development component.
- Vocabulary is repeated in various 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.
- Students are supported to accelerate vocabulary learning with vocabulary in their reading, speaking, and writing tasks.