Gateway 2

Criterion 2.1

Criterion 2.2

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

Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks

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

Indicator 2a: Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.

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.).

2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	0/1/2	**Guiding question:** Are texts organized cohesively around topics/themes to build student knowledge?

Evidence Collection

As you examine the materials:
- 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 progression 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 topics.

Consider the following:
- Are the texts connected by a topic or 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 scaffolds provided to help students achieve proficiency?

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.**

- Texts are connected by a grade-level appropriate topic or theme.
- Texts build knowledge, vocabulary, and the ability to read and comprehend complex texts across a school year.

Alignment to Content Standards (for Indicator 2a ONLY)	
Science ___ Yes ___ No	**Social Studies** ___ Yes ___ No
List of Aligned Science Standards	**List of Aligned Social Studies Standards**

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Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks

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

Indicator 2b: Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.

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.).

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.	0/1/2	**Guiding question:** Are questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity?

Evidence Collection

As you examine the materials:
- 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 progression 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).

Consider the following:
- 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?

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.

- For most texts, students analyze key ideas, details, craft, and structure (according to grade-level standards).
- By the end of the year, these components (language, word choice, key ideas, details, craft, structure) are embedded in students' work rather than taught directly.

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

> ### Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks
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> Materials build knowledge through integrated reading, writing, speaking, listening, and language.
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> ***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.

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.).

*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.	0/2/4	**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

As you examine the materials:
- Look at the front matter of materials. Read the publisher directions and the introduction to the design of teaching students to learn how materials plan 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.

Consider the following:
- 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?

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

0 points: Does Not Meet Expectations	2 points: Partially Meets Expectations	4 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.

- Most sets of questions and tasks support students' analysis of knowledge and ideas.
- Materials provide guidance to teachers in supporting students' integration of knowledge and ideas.
- By the end of the year, integrating knowledge and ideas is embedded in students' work (via tasks and/or culminating tasks).
- Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

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

Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks

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

Indicator 2d: Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).

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.).

2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	0/1/2	**Guiding question:** Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?

Evidence Collection

As you examine the materials:
- 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 progression (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 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.

Consider the following:
- 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?
- 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 standard?)
- 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?

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.**

- Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards 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).

- Earlier text-specific and/or text-dependent questions and tasks are coherently sequenced and will give the teacher usable information about the student's readiness (or whether they are "on track") to complete culminating tasks.

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

Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks

Materials build knowledge 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.

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.).

2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	0/1/2	**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

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 and/or text sets, and which are stand-alone writing lessons and projects.
- Look for Teacher Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, practice activities, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Identify support language/guidance around the integration of writing with reading.

Consider the following:
- 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 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? How many are supported/connected to texts and/or text sets?
- 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?

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 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.

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

> ### Criterion 2.1: Building Knowledge with Texts, Vocabulary, and Tasks
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> Materials build knowledge through integrated reading, writing, speaking, listening, and language.
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> ***Indicator 2f**: Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.

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.).

*2f. Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.	0/2/4	**Guiding question:** Do materials include a progression of research skills and shared research opportunities?

Evidence Collection

As you examine the materials:
- Look at the front matter of materials and read publisher directions and introduction to all research projects/sections.
- Look at materials directions for scope and sequence, curriculum mapping, etc. that highlights vertical progression of research skills across grades.
- Review the assessment materials for research-focused tasks (e.g., performance tasks, end of unit projects, cross-unit projects, etc.).
- 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 any Teacher Edition guidance about supporting cross-content and technology skills research development.

Consider the following:
- Are research opportunities provided throughout the year's curricular materials?
- Is there explicit instruction in the research skills?

- Are research projects and tasks built into contexts and culminating tasks, or are they stand-alone projects and tasks?
- What are the differences from research projects identified for the beginning of the year v. those identified for end of the year? Do projects increase in complexity?
- Are there opportunities for students to learn, practice, apply, and transfer skills 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.

- Research projects are sequenced across a school year to include a progression of research skills according to grade-level standards.
- Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic via provided resources.
- Materials provide many opportunities for students to synthesize and analyze content tied to the texts under study as a part of the research process.
- Students are provided with opportunities for both "short" and "long" projects across the course of a year and grade bands.

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.

*Indicator 2g: Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.

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.).

*2g. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	0/2/4	**Guiding question:** Do materials spend the majority of instructional time on grade-level content?

Evidence Collection

As you examine the materials:
- 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 progression 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 students' growth in and mastery of the grade-level standards.
- Review any optional instruction, tasks, and assessments that would replace core instruction recommended for all students to ensure alignment to grade-level standards.

Consider the following:
- 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

- ○ alternative/optional tasks (tasks that would replace the standard task recommended by the materials)
- Do the students receive instruction in each standard 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)?

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.**

- 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.
- Optional/Alternative tasks are aligned to grade-level content.
- 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.

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.

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.

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.).

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.	0/1/2	**Guiding question:** Can implementation schedules be reasonably completed in the time allotted? Do optional tasks distract from core learning?

Evidence Collection

As you examine the materials:
- 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.

Consider the following:
- 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?

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.**

- 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.

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Criterion 2.2: Coherence

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

*Indicator 2i: Materials help English learners access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.

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:**
*2i. Materials help English learners access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.		What supports and scaffolds are in place to ensure work is on grade level but accessible to English language learners?

Evidence Collection
As you examine the materials: ● Review the teacher's guide, assessments, and other materials to find all possible places for noted instructional supports. ○ 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, and there needs to be specific supports and/or routines that allow students to access grade-level instruction and content. ○ If the materials include the same general statements and strategies for EL students, special populations, and below-level students, there must be an accompanying rationale supported by research. ● Describe how the materials provide strategies, appropriate support, and accommodations that will support EL students' regular and active participation. ● Describe content-specific or lesson-specific differentiation strategies or materials provided for supporting all students in engaging in grade-level instruction. ● Describe teacher guidance to support EL students and to utilize the strategies, supports, and/or accommodations found. **Consider the following:** ● Where do the materials provide appropriate support and accommodations for EL students that will support their regular and active participation in learning grade-level English Language Arts and literacy.

- Where is there evidence of specific resources and strategies supporting all students?
- Where are differentiation supports present for EL students?
- What materials would help teachers provide lessons and concepts to help support these students?

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 consistently provide targeted 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 and engagement in grade-level or grade-band literacy.
- Materials include multiple access points for students who read, write, and/or speak in a primary language other than English to support student mastery of grade-level content.

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.

*Indicator 2j: Materials regularly 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.

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:**
*2j. Materials regularly 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.		What supports and scaffolds are in place to ensure work is on grade level but accessible to special populations of students?

Evidence Collection

As you examine the materials:
- Review the teacher's guide, assessments, and other materials to find all possible places for noted instructional supports.
  - 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.
  - If the materials include the same general statements and strategies for EL students, special populations, and below-level students, there must be an accompanying rationale supported by research.
- Describe specific strategies or materials provided for differentiated instruction to support students in special populations.
- Identify whether these strategies engage students in grade-level content, or do not present opportunities to engage students in the work of the grade.

Consider the following:
- How is the instruction differentiated? What supports are provided and what does it look like in specific lessons or in tasks?

- What is the difference between materials that are provided specifically as supports for grade-level instruction and the generic notes about what "could be" implemented?
- Are the supports provided appropriate to the lesson content?

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 regularly provide strategies, supports, and resources for special population students to support their regular and active participation in grade-level literacy work.
- Materials include general statements about special population students that are implemented throughout the curriculum and/or specific statements and strategies embedded throughout the curriculum.

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Criterion 2.2: Coherence

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

Indicator 2k: Materials provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with grade-level content and texts to meet or exceed grade-level standards.

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.).

2k. Materials provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with grade-level content and texts to meet or exceed grade-level standards.	0/1/2	**Guiding question:** What supports and scaffolds are in place to ensure work is on grade level but accessible to below-grade-level students?

Evidence Collection

As you examine the materials:
- Review the teacher's guide, assessments, and other materials to find all possible places for noted instructional supports.
  - 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.
  - If the materials include the same general statements and strategies for EL students, special populations, and below-level students, there must be an accompanying rationale supported by research.
- Describe strategies or materials provided to support all students.
- Identify whether these strategies engage students in grade-level content.

Consider the following:
- What support/scaffolding is provided to teachers to help all students who don't have the background to access the new material?

- Are the suggestions specific to the context of the learning rather than overarching, generic comments?
- Are the suggestions engaging and helpful to develop current learning?

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 regularly provide strategies, supports, and resources for students with unfinished learning and/or those who demonstrate ELA skills below grade level to support their regular and active participation and engagement with grade level material.
- Materials include general statements about students who demonstrate ELA skills below grade level that are implemented throughout the curriculum and/or specific statements and strategies embedded throughout the curriculum.

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Criterion 2.2: Coherence

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

Indicator 2I: 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.

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.).

2I. 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.	0/1/2	**Guiding question:** How are on-grade-level concepts investigated at a greater depth?

Evidence Collection

As you examine the materials:
- Review the teacher's guide, assessments, and other materials to find all possible places for noted instructional supports.
  - Note - This is not students completing additional tasks or more work at the same rigor or level of complexity. Tasks should be an extension of students' learning.
- Describe how and where students reading at or above grade level are working at a higher level of complexity with a standard.
- Identify strategies or supports for students reading at or above grade level to complete tasks at a higher level of complexity.

Consider the following:
- What opportunities are present for students who read at or above grade level to investigate the grade-level content at a higher level of complexity?
- Are the opportunities that are present purposeful investigations or extensions?
- Do the opportunities extend learning of the grade-level content or topic?
- Where and how are the opportunities specific to extending students' learning of the grade level content?
- How can on-grade-level concepts be investigated at a higher level of complexity?

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 multiple opportunities for above-level learners to investigate the grade-level content at a higher level of complexity.
- There are no instances of above-level students doing more assignments than their classmates.