

Gateway 1

Criterion 1.1

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Criterion 1.2

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Criterion 1.3

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Gateway 1:

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

Criterion 1.1: Text 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.).

<p>1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student experiences.</p> <p><i>This does not include decodables. Those are identified in Criterion 1.3.</i></p>	<p>0/1/2</p>	<p>Guiding question: Are the texts worthy of students' time and attention?</p>
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Evidence Collection

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

As you examine the materials:

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

Consider the following:

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

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.).

<p>*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.</p> <p><i>This does not include decodables. Those are identified in Criterion 1.3.</i></p>	<p>0/2/4</p>	<p>Guiding question: Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within the culture?</p>
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Evidence Collection

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

As you examine the materials:

- Review the Table of Contents to identify the central texts used by all students in core class instruction.
- Read through anchor texts and accompanying teacher resources outlining them.
- Review the appendices, teacher resources, or other sources for information about the anchor texts.
- Analyze anchor text 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 anchor texts represent 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.

<p>0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.</p>	<p>2 points: Partially Meets Expectations Materials DO NOT meet ALL of the requirements of this indicator.</p>	<p>4 points: Meets Expectations Materials meet ALL of the requirements of this indicator.</p>
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- 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.).

<p>1c. Materials reflect the variety of text types and genres required by the standards at each grade level.</p> <p><i>This does not include decodables. Those are identified in Criterion 1.3.</i></p>	<p>0/1/2</p>	<p>Guiding question: Do the materials reflect a balance of informational and literary reading selections?</p>
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<p>Evidence Collection</p>
<p>As you examine the materials:</p> <ul style="list-style-type: none"> • Review the instructional materials Table of Contents for literary and informational texts. • Review the literary and informational texts that guide a year's worth of curriculum. • Identify the balance of literary and informational texts (50/50 for Grades K–2).

Consider the following:

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

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 50/50 balance of informational and literary texts.

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 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.).

<p>*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.</p>	<p>0/2/4</p>	<p>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?</p>
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Evidence Collection

Resources:
[Text Complexity Chart](#)
[Qualitative Rubrics](#)

Note:

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

As you examine the materials:

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

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 for anchor texts?
- Does the analysis use the appropriate metrics for the grade level?
- Are there any texts (and associated tasks) that seem above or below the grade level?
- Are read-alouds in K–1 complex and above what students can read independently?

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.

- Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.
- Anchor texts (including read-alouds and shared reading text) are placed at the appropriate grade level.
- Anchor/core text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis and rationale contains 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.).

<p>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.</p>	<p>0/1/2</p>	<p>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?</p>
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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 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 anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?
- If students work with these texts and tasks over the course of the school year, will they be supported in achieving grade-level proficiency? Consider texts and tasks that are above and/or below the grade band and “high” or “lower” on qualitative measures.
- How are the reader/task considerations supporting students’ literacy development?
- What supplementary texts in the materials accompany the anchor texts? Do those additional texts also increase in complexity over the course of the year?
- Compare a student’s experience with text in the beginning of the year to the student’s experience with text at the end of the year.
- Do teacher materials include scaffolding strategies to help all students access texts of increasing complexity?
- How are texts increasing in complexity? (e.g., which component(s) of the complexity analysis are most prevalent, if any)

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 and supporting texts students read/listen to fully provides an opportunity for students’ literacy skills (comprehension) to grow across the year towards independence (encompasses an entire year’s worth of growth).
- As texts become more complex, appropriate scaffolds and/or materials are provided in Teacher Edition (i.e. spending more time on texts, more questions, repeated readings)
- 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.).

<p>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.</p> <p><i>*This does not include decodables. Those are identified in Criterion 1.3.</i></p>	<p>0/1/2</p>	<p>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?</p>
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Evidence Collection

As you examine the materials:

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

Consider the following:

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

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 (including read aloud) a variety of texts to become independent readers and/or comprehenders 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 independence.
- 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.).

<p>*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.</p>	<p>0/2/4</p>	<p>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?</p>
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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 and tasks included in the instructional materials within a unit and over the course of the year are text-based.
- Text-specific and text-dependent questions and tasks support students in making meaning of the core understandings of the texts being studied.
- Teacher materials provide support for planning and implementation of text-based questions and tasks.

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 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.).

<p>1h. Materials provide frequent opportunities and protocols that align to grade-level Speaking and Listening standards.</p>	<p>0/1/2</p>	<p>Guiding question: Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?</p>
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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 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 materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly?
- 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 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

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 (or read-aloud) and researching (shared projects) with relevant follow-up questions and supports.

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.).

<p>1i. Materials support students' listening and speaking about what they are reading (or read-aloud) and researching (shared projects) with relevant follow-up questions and supports.</p>	<p>0/1/2</p>	<p>Guiding question: How much instructional time is dedicated to students practicing and applying speaking and listening skills?</p>
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Evidence Collection

<p>As you examine the materials:</p> <ul style="list-style-type: none"> • Review the table of contents, appendices, and other support materials to identify places with opportunities for students to practice speaking and listening skills. • Review reading and research tasks to identify where suggested speaking and listening activities are incorporated. • Discussion questions are provided and are sequenced to increase in rigor. • Students have multiple opportunities across chapters, units, and the school year to engage in evidence-based discussions.
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- Models and examples are provided for students to practice building their speaking skills and are grade-level appropriate (e.g., in earlier grades, scripts and cloze outlines may be used to support student discussions).
- Specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.

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 when necessary, researching?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly?
- How do materials develop active listening skills, such as taking notes or drawing visuals (K–1) about main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

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.

- 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 (or listening to) 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.).

<p>1j. Materials include a mix of on-demand and varied process writing (e.g., multiple drafts, revisions over time) incorporating digital resources where appropriate.</p>	<p>0/1/2</p>	<p>Guiding question: Do materials include on-demand and process writing tasks?</p>
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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 and the amount 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 writing assignments and tasks include PROCESS writing support (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 edit are provided.
- Materials include digital resources where appropriate.

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 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.).

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

As you examine the materials:

- Review the prefatory/introductory materials, table of content, index, and appendices and identify where writing instruction is outlined.
- Look for different genres/modes/types of writing.
- Look for Teacher 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 to launch writing, application activities, and writing in context

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

Consider the following:

- Do the materials include a range of text types/genres/modes of writing 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?
- Do writing materials for kindergarten provide opportunities for drawing, dictating, and writing to compose each genre?
- Are writing assignments and tasks present across the whole school year?
- How much instructional time is dedicated to teaching new writing skills, including practice, application, and presentation?
- Do writing assignments require students to use literature, informational texts, poetry, and non-print sources?
- Do the materials include models/exemplars/samples for 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 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.

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 1I: Materials include explicit instruction and regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

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.).

<p>11. Materials include explicit instruction and regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.</p>	<p>0/1/2</p>	<p>Guiding question: How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?</p>
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Evidence Collection

As you examine the materials:

- Review the prefatory/introductory materials, table of contents, index, and appendices and identify where writing instruction is outlined.
- Identify which writing assignments are connected to texts 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/dependent questions.
- Look for writing assignments that match up with the grade band distribution. Consider opportunities that promote evidence-based writing and analysis.

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 every day's 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, as well as integrating evidence from texts and other sources?
- 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, 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 frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' recall of information to develop opinions from reading closely and working with evidence from texts and sources.
- Materials provide opportunities that build students' writing skills over the course of the school year.

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 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.).

<p>1m. Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.</p>	<p>0/1/2</p>	<p>Guiding question: Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?</p>
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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 Language Standards supports.
- Look through all materials for any core materials that are stand-alone instructional materials for grammar and usage Language Standards.
- Review assessment materials for any grammar and usage Language Standards assessment items.

- Identify any Teacher Edition materials that support teachers in monitoring students' grammar and usage Language Standards development.
- Look at how grammar and usage standards are taught (explicit sections, embedded, or both).

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 all 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.

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 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.).

<p>*1n. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.</p>	<p>0/2/4</p>	<p>Guiding question: How is vocabulary development attended to in everyday instruction?</p>
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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 areas in the curriculum that teach vocabulary words that are found in core texts.

Consider the following:

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

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 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.

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

***Indicator 1o:** Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K–1), and phonics (K–2) that demonstrate a transparent and research-based progression for application both in and out of context.

Standards:

- RF.K.2 a–e
- RF.K.3 a–b
- RF.1.2 a–d
- RF.1.3 a–f
- RF.2.3 a–e

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.).

***1o.**

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K–1), and phonics (K–2) that demonstrate a transparent and research-based progression for application both in and out of context.

<p>1o. i. Explicit instruction in phonological awareness (K–1) and phonics (K–2).</p>	<p>0/2/4</p>	<p>Guiding question: How do the materials provide explicit instruction and regular practice of phonological awareness and phonics learning?</p>
<p>1o. ii. Phonological awareness follows a research-based continuum (K–1).</p>	<p>0/2/4</p>	
<p>1o. iii. Phonics demonstrated with a research-based progression of skills.</p>	<p>0/2/4</p>	
<p>1o.iv. Decode and encode common and additional vowel teams (Grade 2).</p>	<p>0/2/4</p>	

Definitions:

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

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

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

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

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

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

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

Phonological Awareness Hierarchy:

Marilyn Adams (1990) found the following levels of tasks for phonemic awareness:

1. Rhyme
2. Sound comparison and contrast tasks (identify words with similar or different beginning, middle, or ending sounds)
3. Blending tasks (putting sounds together)
4. Phoneme segmentation (pronounce separate phonemes)

5. Phoneme manipulation (when phonemes are removed, deleted, or added, identify the leftover word)

Phonics Scope and Sequence:

While there is no research to support a perfect sequence for teaching phonics, there is research supporting an intentional, timely sequence of phonics instruction. For example, learning one letter and a corresponding sound is intentional; however, students are left with only a few weeks in a school year to learn other sounds such as long vowels or digraphs. To learn five letters and corresponding sounds in one week can be just as challenging for students since that scenario involves a plethora of new information for a student's working memory. In any systematic program, the phonics sequence in instructional materials must be organized in a way that early readers build graphophonic relationships in a timely manner to help students make progress towards and success in the grade level standards. The scope and sequence for the instructional materials will clearly delineate an intentional sequence in which **phonics** skills are to be taught, with a clear explanation for the order of the sequence.

Regardless of the phonics approach utilized in the materials, (synthetic/letter-sound based or analog-based), certain patterns and phonics generalizations have higher utility. When instructional materials explicitly target phonics patterns and common phonics generalizations, students build a deeper understanding of the more reliable patterns to decode words. Generalization patterns are not meant to be memorized. With repeated and engaging instruction, patterns become understood and can be applied.

**Read the Clymer article below for more information pertaining to phonic generalizations.*

Resources:

[Clymer's utility of phonic generalizations](#)

Additional Research:

[Whole-Language High Jinks by Louise Moats](#)

[Scientific Evidence for Effective Teaching of Reading](#)

Evidence Collection

As you examine the materials:

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

Consider the following:

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

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

1o.i: Kindergarten Explicit instruction in phonological awareness (K–1) and phonics.

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 the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words.
- Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade-level standards.
- Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards.
- Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade-level phonics pattern.

1o.i Grade 1: Explicit instruction in phonological awareness (K–1) and phonics.

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 the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words.
- Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade-level standards.
- Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards.

- Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade-level phonics pattern.

1o.i Grade 2: Explicit instruction in phonological awareness (K–1) and phonics.

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 contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards.
- Lessons provide the teacher with systematic, repeated instruction demonstrating how to hear, say, encode, and read each newly taught grade level phonics pattern.

1o.ii Kindergarten and Grade 1: Phonological awareness follows a research-based continuum (K–1).

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 have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills.
- Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills.
- Materials include a variety of activities for phonological awareness.
- There are frequent opportunities for students to practice phonological awareness.
- Materials provide ample opportunities for students to practice each new sound and sound pattern.

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

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.
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- Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words.
- Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills.
- Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics.
- Materials contain a variety of methods to promote students' practice of previously taught current grade level phonics.
- Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills.
- Materials have a clear research-based explanation for the order of the phonics sequence.
- Materials provide sufficient opportunities for students to develop orthographic and phonological processing.

1o.iv Grade 2: Decode and encode common and additional vowel teams.

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..
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- Materials include multiple opportunities over the course of the year for students to decode and encode additional vowel teams.
- Materials include opportunities for students to review previously learned common and additional vowel teams.

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1p: Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

Standards:

- RF.K.1a-d
- RF.1.1a

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.).

<p>1p. Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).</p>	<p>0/1/2</p>	<p>Guiding question: What instructional strategies are used to teach print concepts?</p>
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Evidence Collection

Resource:

[Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction](#)

As you examine the materials:

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

include:

- Table of Contents (including prefatory/introductory materials to see the rationale for how instruction is approached).
- Instructions, questions and tasks in relevant foundational sections about the alphabet, print concepts, language functions, text structures, and text features.
- Teacher Edition identifies lessons and activities around the alphabet, directionality, and print concepts (K–1).
- Teacher Edition identifies lessons and activities about the structure of text and text features (1–2).

Consider the following:

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

1p Kindergarten

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 frequent and adequate lessons and multimodal activities for students to learn how to identify and produce letters.
- Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g., follow words left to right, recognize that spoken words are represented in written language by specific sequences of letters, letter spacing, upper- and lowercase letters).

1p Grade 1		
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.
<ul style="list-style-type: none"> Materials include frequent, adequate lessons and tasks/questions about the organization of print concepts (e.g., recognize features of a sentence). Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Materials include frequent and adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 		
1p Grade 2		
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..
<ul style="list-style-type: none"> Students have frequent and adequate opportunities to identify text structures (e.g., main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Materials include frequent and adequate lessons and activities about text features (e.g., title, byline, headings, table of contents, glossary, pictures, illustrations). 		

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1q: Materials include systematic instruction of high-frequency words and sufficient opportunities to practice reading of high-frequency words to develop automaticity.

Standards:

- RF.K.3 c–d
- RF.K.4a
- RF.1.3 f–g
- RF.1.4 a–c
- RF.2.3 e–f
- RF.2.4 a–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.).

<p>1q. Materials include systematic instruction of high-frequency words and sufficient opportunities to practice reading of high-frequency words to develop automaticity.</p>	<p>0/1/2</p>	<p>Guiding question: How do materials provide systematic, explicit instruction of high-frequency words and practice opportunities in order for students to develop automaticity?</p>
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Evidence Collection

Resources:

[A New Model for Teaching High Frequency Words](#)

Some English words are phonetically regular and others are temporarily irregularly spelled or permanently irregularly spelled. There is

a need for students to recognize high-frequency words and irregularly spelled words automatically in text, therefore instruction and practice of high-frequency words is necessary in instructional materials.

“High-frequency words are the words we see most often in printed English...In addition, some of these words do not follow common sound-spelling generalizations (i.e., they are irregular)” (Blevins, 2017).

“Based on its seminal research review (Prevention of Reading Difficulties) the National Research Council issued an implementation guide for schools, a marvelous little book, *Starting Our Right: A Guide to Promoting Children's Reading Success* that I used when I was director of reading in Chicago. It suggests that by the end of kindergarten, children should recognize some words by sight including a few very common ones (the, I, my, you, is, are). Unfortunately, it isn't specific as to how many, but this authoritative guide makes it absolutely clear that sight word teaching is appropriate in kindergarten” (Shanahan, 2010).

Note:

- In the standards, Kindergarten addresses high frequency words and in Grades 1 and 2, it transitions to irregularly spelled words.
- There is no clear research on how many should be taught per year. Look across K–2 to ensure new words are being taught.
- Practice opportunities reviewed are in isolation. In context application of learning is reviewed in indicators 1s and 1v.

As you examine the materials:

- Examine the Teacher Edition and student materials for alignment to foundational standards aligned to each grade level. Examples may include:
 - Table of contents (including prefatory/introductory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections including prefatory/introductory material to evaluate how well this is done.
 - Look for evidence of systematic instruction AND practice opportunities to support development of automaticity in reading high frequency words.
 - Look for evidence of how high frequency word instruction occurs and for opportunities for instruction to be presented incorporating multimodal activities.
 - Gather evidence for how many high frequency words are taught in an academic school year. Additionally, look to see if any are repeated across grade-levels.
 - Look at questions and tasks in assessments (screeners, inventories diagnostics) about high frequency word recognition.

- Examine teacher and student materials for word wall/bank components and high frequency words (K) and irregularly spelled words (Grades 1 and 2).

Consider the following:

- What is the instructional sequence of high-frequency words at each grade level?
- How many words does the teacher introduce in each grade level?
- How many words are repeated across the K–2 materials?
- Does the teacher implement instructional routines that incorporate the student-friendly definitions of high-frequency words or irregularly spelled words?
- Do the curricular materials include appropriate lists of high frequency words?
- Do the teacher support materials include coherent descriptions of concepts and instructional routines regarding high frequency words tasks?
- Do the materials provide clear directions and rationale for the multimodal/multisensory high frequency word practice opportunities that are included?
- Are opportunities to implement multimodal/multisensory practice evident in the core instructional sequence?
- Do the teaching materials help the teacher teach the students how and when to use resources?

1q Kindergarten

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 systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).
- Materials include frequent opportunities for the teacher to model the spelling and reading of high-frequency words in isolation.
- Students practice identifying and reading high frequency words in isolation.
- Materials include a sufficient quantity of grade appropriate high frequency words for students to make reading progress.

1q Grade 1		
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.
<ul style="list-style-type: none"> Materials include systematic and explicit instruction of irregularly spelled words. Materials include frequent opportunities for the teacher to model the spelling and reading of irregularly spelled words in isolation. Students practice identifying and reading irregularly spelled words in isolation. Materials include a sufficient quantity of new grade appropriate irregularly spelled words for students to make reading progress. 		
1q Grade 2		
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.
<ul style="list-style-type: none"> Materials include systematic and explicit instruction of irregularly spelled words. Materials include frequent opportunities for the teacher to model the spelling and reading of irregularly spelled words in isolation. Students practice identifying and reading irregularly spelled words in isolation. Materials include a sufficient quantity of new grade appropriate irregularly spelled words for students to make reading progress. 		

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

***Indicator 1r:** Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity (K–1). Opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency, once accuracy is secure (Grades 1-2).

Standards:

- RF.1.4
- RF.2.4

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.).

<p>*1r. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity (K-1). Opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency, once accuracy is secure (Grades 1-2).</p>	<p>0/2/4</p>	<p>Guiding question: Do materials include systematic and explicit instruction in all components of fluency?</p> <p>What opportunities are present in the instructional materials for students to develop and gain decoding automaticity?</p>
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Evidence Collection

As you examine the materials:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
 - The Table of Contents in the teacher edition for decoding practice.
 - The purpose of decoding practice lessons.

- Decodable sentences during whole group or small group instruction.
- Large charts with sentences/paragraphs for fluency reading (that become familiar to students over multiple readings).
- Evidence of student practice opportunities in automaticity and accuracy as part of systematic instruction.
- The Table of Contents in the teacher edition listing of fluency lessons.
- Materials for grade level reading passages that focus on fluency.
- Guidance for systematic instruction in fluency.
- Guidance for teacher modeling of phrasing, use of punctuation and expression.
- Lessons that focus on use of phrasing, punctuation, and expression.

Consider the following:

- **What should the teacher be doing in materials that meet this indicator?**
 - How does the teacher model accuracy and automaticity in oral reading for students?
 - Does the teacher use audio/video clips for modeling?
 - Does the teacher provide informal assessment opportunities for students over time to monitor progress in accuracy and automaticity?
- **What should the student be doing in materials that meet this indicator?**
 - Do students engage in frequent oral reading practices, such as simultaneous reading, alternate reading, and individual out-loud reading?
 - Do students listen carefully for accuracy and automaticity in teacher reading and other modeling?
 - Do students practice self-monitoring when reading orally?
- **What should the teacher be doing in materials that meet this indicator?**
 - Are instructional opportunities built into the materials for explicit fluency instruction in grades 1-2?
 - Do the materials provide support and opportunities for evidence-based fluency instruction in grades 1-2?
 - Do the instructional opportunities in the materials support systematic fluency instruction in grades 1-2?
 - Do the instructional opportunities included in the materials require students to understand the use and impact of the following elements on fluency:
 - Phrasing
 - Expression
 - Intonation
 - Punctuation

- Rate
- Accuracy
- **What should the student be doing in materials that meet this indicator?**
 - Do students hear the teacher model fluency?
 - Do students hear the same passage read repeatedly with fluency?
 - Do students see the teacher or proficient reader use a finger to track the reading of the words as the reader reads aloud?
 - Do students hear modeled phrasing, expression, intonation, rate, and accuracy?

1r Kindergarten

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 systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding.
- Materials provide opportunities for students in Kindergarten to engage in decoding practice focused on accuracy and automaticity.
- Multiple opportunities are provided over the course of the year for students to read emergent-reader texts (K) for purpose and understanding.

1r Grade 1

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

<p>0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.</p>	<p>2 points: Partially Meets Expectations Materials DO NOT meet ALL of the requirements of this indicator.</p>	<p>4 points: Meets Expectations Materials meet ALL of the requirements of this indicator.</p>
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- Materials provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding.
- Materials provide opportunities for students in Grade 1 to engage in decoding practice focused on accuracy and automaticity.
- Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text.
- Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader.
- Materials include a variety of resources for explicit instruction in fluency.
- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.

1r Grade 2

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

<p>0 points: Does Not Meet Expectations Materials DO NOT meet ANY of the requirements of this indicator.</p>	<p>2 points: Partially Meets Expectations Materials DO NOT meet ALL of the requirements of this indicator.</p>	<p>4 points: Meets Expectations Materials meet ALL of the requirements of this indicator.</p>
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- Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text.
- Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader.
- Materials include a variety of resources for explicit instruction in fluency.

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1s: Materials, questions, and tasks provide practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Standards:

- RF.K.3 a–c
- RF.1.3 a–g
- RF.2.3 a–f

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.).

<p>1s. Materials, questions, and tasks provide practice of word recognition and analysis skills in a research-based progression in connected text and tasks.</p>	<p>0/1/2</p>	<p>Guiding question: What is the sequential instruction of word recognition and word analysis and how do the materials provide opportunities for students to practice words within tasks and texts?</p>
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Evidence Collection

Resources:

[At a Loss for Words \(information about the cueing system\)](#)

As you examine the materials:

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

- Instructions, questions and tasks in relevant foundational sections including prefatory/introductory material to evaluate how well this is done.
- Weekly overview and activities that allow students to recognize words in connected/decodable text and write learned words in context.
- Lessons with whole-part-whole approach to learning high frequency words (high frequency words taught in context of story/text/poem/rhyme/song)
- Lessons with part-whole approach to learning high frequency words (high frequency words taught prior to seeing/reading them in the story/text/poem/rhyme/song)
- Daily lessons provide student opportunities to practice word recognition within text (could be in a big book, section of text, poem, rhyme, sentences).
- Assessment support for word recognition in context.
- Examine student materials for word study lessons of syllabication, prefixes, suffixes, affixes, compound words.

Consider the following:

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

1s Kindergarten

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 support students' development to learn grade-level word recognition and analysis skills (e.g., one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short vowel sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks.
- Materials provide frequent opportunities to read high-frequency words in connected text and tasks.
- Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks.

1s Grade 1

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 support students' development to learn grade-level word recognition and analysis skills (e.g., spelling-sound correspondences of digraphs, decode one-syllable words, syllable and vowel relationship, decode two-syllable words, read words with inflectional endings) in connected text and tasks.
- Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks.
- Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks.

1s Grade 2

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 support students' development to learn grade-level word recognition and analysis skills (e.g., apply spelling-sound relationship on common words, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes) in connected text and tasks.
- Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks.
- Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks.

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

***Indicator 1t:** Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Standards:

- RF.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.).

<p>*1†. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.</p>	<p>0/2/4</p>	<p>Guiding question: What assessment measures are included for foundational skills?</p> <p>What directions are provided to the teacher for remediation and enrichment, as needed?</p>
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Evidence Collection

As you examine the materials:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards to each grade level. Examples may include:
 - Table of contents (including prefatory/introductory materials to see the rationale for how assessment is approached)

- Assessment sections (diagnostic assessments, checklists, rubrics, running records, observation forms)
- Protocols for how to support students performing below grade level
- Look for evidence of systematic instruction AND assessment to support development.
- Teacher Edition identifies metrics and systems for progress monitoring the foundational skills including print concepts, phonological awareness, phonics skills, and fluency checks to support teachers in identifying students' growth toward reading on grade level and for progress monitoring throughout the year.
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).
- Some materials may have grade level fluency passages with questions attached for comprehension checks.

Consider the following:

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

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.
<ul style="list-style-type: none"> ● Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. ● Assessment materials provide the teacher and students with information on students' current skills/level of understanding. ● Materials support the teacher with instructional adjustments to help students make progress toward mastery in foundational skills. 		

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

Indicator 1u: Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Standards:

- RF.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.).

<p>1u. Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.</p>	<p>0/1/2</p>	<p>Guiding question: How are foundational skills lessons and activities differentiated for students?</p>
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Evidence Collection

As you examine the materials:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards aligned to each grade level. Examples may include:
 - Table of Contents (including prefatory/introductory materials to see how differentiation is addressed)
 - Instructions, questions and tasks in relevant foundational sections including prefatory/introductory material to evaluate how well this is done
 - Response-to-Intervention (RTI) tiers addressing foundational skills

- Flexible groupings
- Schedule of lessons for small groupings
- Small group instruction lesson plans with learning targets, instructional strategies (i.e., choral reading, echo reading, whisper reading, direct instruction), list of needed materials
- Texts, books, and passages are used to support students at different levels in small group for fluency such as guided reading.
- Look for evidence of systematic instruction AND assessment to support development.
- Look at teacher guidance and support after assessments (screeners, inventories, diagnostics) conducted to target students at different skill levels in foundational skills.
- Identify tasks and questions where students are accessing different strategies or methods to learn skills.

Consider the following:

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

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 high-quality learning lessons and activities for every student to reach mastery of foundational skills.
- Materials provide guidance to the teacher for scaffolding and adapting lessons and activities to support each student's needs.
- Students have multiple practice opportunities with each grade-level foundational skill component in order to reach mastery.

Gateway 1:

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

Criterion 1.3: Alignment to the Standards with Questions and Tasks Grounded in Evidence

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

***Indicator 1v:** Materials include decodable texts aligned to the phonics patterns and high-frequency words scope and sequence in order for students to practice authentic application of newly learned decoding and word recognition skills.

Standards:

- RF.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.).

<p>*1v. Materials include decodable texts aligned to the phonics patterns and high-frequency words scope and sequence in order for students to practice authentic application of newly learned decoding and word recognition skills.</p>	<p>0/2/4</p>	<p>Guiding question: Are the decodable texts provided aligned to the scope and sequence of newly taught phonics patterns and high-frequency words?</p>
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Evidence Collection

Resources:

"Many students need to read decodable text that is written with a high proportion of phonetically regular words whose patterns have been previously taught. Decodable text provides concentrated practice with application of sound-symbol associations in word reading. It also includes a few learned sight words that have been previously taught. Decodable text provides a bridge

between phonics instruction and the reading of trade books or less controlled text" (Moats, 2010).

As you examine the materials:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
 - The Table of Contents for lesson plans about how to use decodable texts.
 - The scope and sequence for phonics and for high-frequency words/irregularly spelled words.
 - The end of the teacher manual or resources for the instructional routines for decodables.
 - Small-group opportunities that use decodable texts.
- Review in the materials for separate decodable texts.
- Look at decodables or decodable texts.

Consider the following:

- **What should the teacher be doing in materials that meet this indicator?**
 - Do the materials contain decodable texts (small readers)?
 - Does the teacher have opportunities to explicitly teach students how to apply the new phonics skills in decodable texts?
 - Does the teacher have opportunities to explicitly teach students how to apply the new high-frequency words/irregularly spelled words in decodable texts?
 - Do the materials provide lesson plans or instructional routines for the teacher to engage students in reading decodable texts?
 - Does the teacher have more than one lesson available per decodable text?
 - Are there regular opportunities for the teacher to guide students in the reading of decodable texts?
 - How are decodable texts used?
- **What should the student be doing in materials that meet this indicator?**
 - Do the materials provide frequent and regular opportunities throughout the year for students to read decodable texts?
 - Do students practice decoding of new phonics skills by reading the phonetically controlled words in the context of a decodable text?
 - Do students practice recognition of high-frequency/irregularly spelled words by reading the high-frequency words in the context of a decodable text?

- Do the materials provide frequent and regular opportunities throughout the year for students to read decodable readers?
- How many times does a student engage with each decodable text?

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 include decodable texts to address securing phonics.
- Materials include decodable texts that utilize high-frequency/irregularly spelled words.
- Decodable texts contain grade-level phonics skills aligned to the program's scope and sequence.
- Decodable texts contain grade-level high-frequency/irregularly spelled words aligned to the program's scope and sequence.
- Materials include detailed lesson plans for repeated readings of decodable texts to address securing phonics skills and reading high-frequency words/irregularly spelled words in context.