

Gateway 1

Criterion 1.1

[1a](#) [1b](#) [1c](#) [1d](#) [1e](#) [1f](#)

Criterion 1.2

[1g](#) [1h](#) [1i](#) [1j](#) [1k](#) [1l](#) [1m](#) [1n](#)

Criterion 1.3

[1o](#) [1p](#) [1q](#) [1r](#)

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>0/1/2</p>	<p>Guiding question: Are the texts worthy of students' time and attention?</p>
---	--------------	---

Evidence Collection

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>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>
--	--------------	---

<p>Evidence Collection</p>
<p>As you examine the materials:</p> <ul style="list-style-type: none"> • 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.

0 points: Does Not Meet Expectations
Materials DO NOT meet ANY of the requirements of this indicator.

2 points: Partially Meets Expectations
Materials DO NOT meet ALL of the requirements of this indicator.

4 points: Meets Expectations
Materials meet ALL of the requirements of this indicator.

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

Gateway 1:

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

Criterion 1.1: Text Complexity and Quality

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

Indicator 1c: Materials reflect the variety of text types and genres required by the standards at each grade level.

Standards:

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

As you gather evidence:

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

During your team discussion:

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

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

Evidence Collection

As you examine the materials:

- Review the instructional materials Table of Contents for literary and informational texts.
- Review the literary and informational texts that 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>
---	--------------	---

Evidence Collection

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

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.

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?

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 are placed at the appropriate grade level.
- Anchor/core text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis and rationale contain 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>
---	--------------	--

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 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>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>
---	--------------	--

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?
- 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?
- Is there a proposed schedule for when students will engage in independent reading?
- Is there a tracking system (possibly with a student component) to ensure accountability for all readers?

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

0 points: Does Not Meet Expectations
Materials DO NOT meet ANY of the requirements of this indicator.

1 point: Partially Meets Expectations
Materials DO NOT meet ALL of the requirements of this indicator.

2 points: Meets Expectations
Materials meet ALL of the requirements of this indicator.

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

Evidence Collection

Resources:
[Understanding Text Dependent Questions](#)

As you examine the materials:

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

Consider the following:

- Are 80% or more of the questions and tasks text-specific and/or text-dependent? Do they require careful reading of the texts?
- Do these questions and tasks support students drawing on textual evidence to support their learning of explicit facts and inferences in a text or text set, as opposed to being able to answer the questions without having read or heard the text?
- Do questions and tasks require readers to produce evidence from texts to support claims when writing and/or speaking?
- Do materials include questions and tasks that are connected to texts? (Both should be present in materials.)

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

0 points: Does Not Meet Expectations
Materials DO NOT meet ANY of the requirements of this indicator.

2 points: Partially Meets Expectations
Materials DO NOT meet ALL of the requirements of this indicator.

4 points: Meets Expectations
Materials meet ALL of the requirements of this indicator.

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

Gateway 1:

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

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>
--	--------------	---

Evidence Collection

As you examine the materials:

- Review the table of contents, appendices, and other support materials for guidance around how students will use discussions and speaking and listening skills with text-specific and/or text-dependent questions and tasks.
- Attend to speaking and listening/discussion lessons that specifically identify discussions that include teacher modeling of the use of academic vocabulary and syntax.
- Look in the introductory materials for specific methodology and information about how the materials employ speaking and listening skills.

- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review any “speaking and discussion” questions following/accompanying texts, chapters/units, etc.
- Find examples of opportunities for the teacher to utilize the various discussion protocols throughout the year.

Consider the following:

- Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?
- Do the materials include teacher directions to support students' growth in these standards?
- Do the materials provide samples, exemplars, and/or opportunities for teachers to model application of evidence-based discussions?
- Do 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 support implementation of these standards to grow students' speaking and listening skills.
- Teacher materials provide guidance for multiple entry points to provide all students access to speaking and listening opportunities in order to grow students' speaking and listening skills.

Gateway 1:

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

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

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

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

Standards:

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

As you gather evidence:

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

During your team discussion:

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

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

Evidence Collection

- As you examine the materials:**
- Review the table of contents, appendices, and other support materials to identify places with opportunities for students to practice speaking and listening skills.
 - Review reading and research tasks to identify where suggested speaking and listening activities are incorporated.
 - Discussion questions are provided and are sequenced to increase in rigor.
 - Students have multiple opportunities across chapters, units, and the school year to engage in evidence-based discussions.

- Models and examples are provided for students to practice building their speaking skills and are grade-level appropriate (e.g., in earlier grades, scripts and cloze outlines may be used to support student discussions).
- Specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.

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?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?

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 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>
---	--------------	---

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>
---	--------------	--

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 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?
- 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 frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.

Standards:

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

As you gather evidence:

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

During your team discussion:

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

<p>*11. Materials include explicit instruction and frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.</p>	<p>0/2/4</p>	<p>Guiding question: How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?</p>
---	--------------	--

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, 2, 4.

0 points: Does Not Meet Expectations
Materials DO NOT meet ANY of the requirements of this indicator.

2 points: Partially Meets Expectations
Materials DO NOT meet ALL of the requirements of this indicator.

4 points: Meets Expectations
Materials meet ALL of the requirements of this indicator.

- Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' careful analysis and claims developed 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>
--	--------------	---

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>
--	--------------	--

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

Tasks and Questions: Foundational Skills Development (Grades 3–5): 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 address grade-level foundational skills by providing explicit instruction in phonics and word recognition that demonstrate a research-based progression.

Standards:

- RF.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>*1o. Materials, questions, and tasks address grade-level foundational skills by providing explicit instruction in phonics and word recognition that demonstrate a research-based progression.</p>	<p>0/2/4</p>	<p>Guiding question: What is the sequential instruction of phonics and word recognition?</p>
---	--------------	---

Evidence Collection

Definitions:

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).

**This indicator focuses on explicit instruction and not in context application. That is reviewed in 1q.*

As you examine the materials:

- Examine the Teacher’s 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’s Edition identifies metrics and systems for progress monitoring or other to support teachers in identifying students’ growth toward reading grade level/ for progress monitoring throughout the year.
- Assessment supports (screeners, inventories, diagnostics).

Consider the following:

- What is the amount of recommended time allocated for each component of lessons and assessments?
- Consider the placement of foundational skills instruction (tasks, questions, 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 much time is spent on prior grade-level skills?
- How do the materials provide regular practice for decoding words?
- How do the materials provide regular practice for encoding words?
- What is the sequential instruction of phonics and word recognition?

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 systematic and explicit instruction of phonics and word recognition consistently over the course of the year.
- All tasks and questions are intentionally sequenced to build toward application of grade-level work.
- Materials include relevant follow-up questions and tasks in order for all students to progress toward grade-level mastery of foundational skills.
- Multiple assessment opportunities are provided over the course of the year to inform instructional adjustments of phonics and word recognition to help students make progress toward 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

Tasks and Questions: Foundational Skills Development (Grades 3-5): 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 address grade-level foundational skills by providing explicit instruction in word analysis that demonstrate a research-based progression.

Standards:

- RF.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>1p. Materials, questions, and tasks address grade-level foundational skills by providing explicit instruction in word analysis that demonstrate a research-based progression.</p>	<p>0/1/2</p>	<p>Guiding question: Do materials provide explicit instruction for students to learn and apply word analysis skills?</p>
---	--------------	---

Evidence Collection

Note:

**This indicator does not review for in context opportunities as it applies to core/anchor text. That is reviewed in 1q.*

As you examine the materials:

- Examine the Teacher’s edition and student materials of the resource for alignment of Foundational Skills Standards aligned to each grade level. Examples include:
 - Table of contents (including prefatory/introductory materials to see the rationale for how instruction for word analysis is approached)
 - Instructions, questions and tasks in relevant foundational sections that are systematic and explicit.

Consider the following:

- Consider the placement of word analysis instruction (tasks, questions, 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 much time is spent on prior grade-level skills?
- How do the materials provide regular practice for learning word analysis skills?
- How do materials provide opportunities for students to apply newly learned skills within context?
- What is the sequential instruction of word analysis skills?

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 contain systematic and explicit instruction of syllabication patterns and morphology consistently over the course of the year.
- Materials include frequent and adequate lessons for students to learn word analysis skills.
- Materials include word analysis assessments to monitor student learning of word analysis 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

Tasks and Questions: Foundational Skills Development (Grades 3–5): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

***Indicator 1q:** Materials include sufficient opportunities for students to practice and apply grade-level phonics, word analysis, and word recognition skills.

Standards:

- RF.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>*1q. Materials include sufficient opportunities for students to practice and apply grade-level phonics, word analysis, and word recognition skills.</p>	<p>0/2/4</p>	<p>Guiding question: How do materials support students in applying foundational skills knowledge in authentic activities?</p>
---	--------------	--

Evidence Collection

Note:

**This indicator reviews for in context application of phonics, word recognition, and word analysis skills as it applies to the core/anchor texts.*

As you examine the materials:

- Examine the Teacher's Edition and student materials of the resource for alignment of Foundational Skills 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).
- Grade level reading tasks (including fluency passages) with opportunities to answer questions (orally or in writing).
- Look for evidence of systematic instruction embedded into anchor texts and support texts.
- Look in the Teacher's Edition for metrics and a system for progress monitoring, fluency checks, or other to support teachers in identifying students' growth toward reading grade level/ for progress monitoring throughout the year based on anchor texts and supporting texts.
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).
- Identify tasks and questions where students are accessing different foundational skills within the anchor text and supporting texts.
- Look for evidence of systematic instruction AND assessment to support development.

Consider the following:

- How are foundational skill lessons and activities integrated into the core content for students?
- What is the amount of recommended time allocated for each foundational as it relates to core materials?
- Are lessons and activities of high-quality and engaging for students to practice foundational skills within the context of the core materials?
- Are there suggestions to the teacher for supporting varying student foundational skill needs as students access core materials?
- Consider the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades).

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.

- Multiple and varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply phonics and word recognition skills in connected texts and tasks.

- Multiple and varied opportunities are provided over the course of the year in core materials for students to learn, practice, and apply word analysis skills in connected texts and tasks.
- Materials include frequent opportunities for students to read with purpose and understanding.
- Materials include tasks and questions that provide opportunities for students to access different foundational skills within the anchor text and supporting texts.

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

Tasks and Questions: Foundational Skills Development (Grades 3–5): 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 achieve reading fluency in order to read with purpose and understanding.

Standards:

- RF.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 achieve reading fluency in order to read with purpose and understanding.</p>	0/2/4	<p>Guiding question: How do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?</p>
--	-------	---

Evidence Collection

As you examine the materials:

- Examine the Teacher's Edition and student materials of the resource for alignment of Foundational Skills 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 assessment to support development.

- Look in the Teacher's Edition for metrics and a system for progress monitoring, fluency checks, or other to support teachers in identifying students' growth toward reading grade level/ for progress monitoring throughout the year.
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).
- Identify tasks and questions where students are making meaning from texts (in writing and/or speaking).
- Some materials may have grade level fluency passages with questions attached.
- Look for different types of readings including both prose and poetry.
- Look at included student "optional readings" that may be included in appendices.

Consider the following:

- What is the amount of recommended time allocated for fluency practice, for oral reading, and for silent reading in each component of lessons and assessments?
- What is the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades)?
- Do materials meet the full intent of the fluency standard per grade-level?

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

0 points: Does Not Meet Expectations
Materials DO NOT meet ANY of the requirements of this indicator.

2 points: Partially Meets Expectations
Materials DO NOT meet ALL of the requirements of this indicator.

4 points: Meets Expectations
Materials meet ALL of the requirements of this indicator.

- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy and fluency in oral and silent reading.
- Materials support reading or prose and poetry with attention to rate, accuracy, and expression, as well as direction for students to apply reading skills when productive struggle is necessary.
- Materials support students' fluency development of reading skills (e.g., self-correction of word recognition and/or for understanding, focus on rereading) over the course of the year (to get to the end of the grade-level band).
- Assessment materials provide teachers and students with information of students' current fluency skills and provide teachers with instructional adjustments to help students make progress toward mastery of fluency.