



K-2 ELA
Quality Instructional Materials
Tool

Evidence Guides

April 2017

Guidance for Indicator 1a.

Criterion: 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 (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

What is the purpose of this indicator?

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

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

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Anchor Reading Standards](#).
- Review the [Appendix B](#) for excerpts of listed texts below and the text complexity, quality and range.

In the instructional materials being reviewed:

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

Team discussion:

Preparing for discussion—questions to ask yourself:

- Are the anchor texts rich in language? Do they provide academic vocabulary?
- Do most anchor texts over a year's worth of instructional materials encompass multiple topics?
- Do most 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?

Guidance for Indicator 1a.

Criterion: 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 (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

During the discussion:

- Are there genres that are not adequately reflected in the materials?
- Where did you find rich language and academic vocabulary in the anchor texts? Did any anchor texts lack rich language and academic vocabulary?
- What topics were included in the materials?
- Are the texts worthy of student time and attention?
- Which texts included one-dimensional characters?
- Are the illustrations supportive of the text and/or do the illustrations extend the meaning of the text?
- Are there anchor texts not of publishable quality?

Scoring:

4 points:

- Anchor texts in the majority of chapters/units and across the yearlong 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.

2 points: Materials earning 2 points do not meet all requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Anchor texts in the majority of chapters/units and across the yearlong 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.

0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The materials are missing ALL of the following:

- Anchor texts in the majority of chapters/units and across the yearlong 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.

Guidance for Indicator 1b.

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

Indicator 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

What is the purpose of this indicator?

This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate building knowledge in a logical way. In order to maintain quality and rigor, materials must meet the appropriate level of text complexity for each grade level according to quantitative and qualitative analysis. The texts and/or text sets show how materials build in complexity throughout the year and across grade levels.

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

Research or Common Core connection:

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

According to the Common Core, "Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas."... The Standards are not alone in calling for a special emphasis on information text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades." (Common Core State Standards, English Language Arts Standards, Introduction, Key Design Consideration).

According to Achieve.org, "through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspectives."

Evidence collection:**Finding the evidence:**

- Review the CCSS ELA [Appendix B](#) for excerpts of exemplar texts (See [p. 31](#) of the standards for details on how literature and informational texts are defined).

In the Instructional Materials being reviewed:

- Review the instructional materials Table of Contents for literary and informational texts.
- Review the literary and informational texts that guide a year's worth of curriculum.
- Identify the balance of literary and informational texts (50/50 grades for K-2).
- Review the appendices, teacher resources or other sources for rationale on provided texts.

Team discussion:**Preparing for discussion—questions to ask yourself:**

- 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.

Guidance for Indicator 1b.

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

Indicator 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

- 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?”

During discussion:

- Is the balance of informational and literary reading selections appropriate for the grade level?
- Do the materials reflect a variety of genres?
- Are texts in different genres of high quality?
- Is any information missing?

Scoring:

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

- Materials reflect the distribution of text types and genres required by the grade level standards.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.

- Materials reflect the distribution of text types and genres required by the grade level standards.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

- Materials reflect the distribution of text types and genres required by the grade level standards.

Guidance for Indicator 1c.

Criterion: 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. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.

Indicator: What is the purpose of this indicator?

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

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

Read-aloud texts in grades K-2 should be carefully considered and analyzed for complexity using all three measures. Read-alouds should be 2-3 grade levels above the what the grade level. While K-1 lacks a grade band for quantitative components, the quantitative feature can still offer valuable information to reviewing text complexity. Beginning in grade 2, anchor texts should have the appropriate level of complexity for the grade according to quantitative analysis and qualitative analysis.

Shared-readings should be at the instructional level for the grade (especially think about Grade 2 shared texts) and should contain high-quality pictures which provide contextual support for decoding and comprehension.

Research or Common Core connection:

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

"Often, the texts teachers read aloud to students are too difficult for most of the students in the class to read independently (especially in the primary grades); however, students can benefit greatly from the experience of hearing, thinking, talking, and writing about these texts (Elley 1989; Fountas & Pinnell, 2012; Teale 1984; Ray 2006) in The Critical Role of Text Complexity in Teaching Children to Read, Fountas & Pinnell 2014)

Evidence collection:

Finding the evidence:

Guidance for Indicator 1c.

Criterion: 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. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.

- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the [Supplemental Information for Appendix A: New Research on Text Complexity](#).
- Review the [Appendix B](#) for excerpts of listed texts below and the text complexity, quality and range.
- Review the [Qualitative Rubrics](#).

In the Instructional Materials being reviewed:

- Review the Table of Contents for anchor texts.
- Review the materials' appendices, teacher resources and other included core materials for text complexity analysis and rationale on provided texts. **Note the presence of this analysis is scored in 1e.
- Look in the Teacher's Edition and Student Edition for guidance around students' engagement with texts at independent, challenge, or complex levels (language may differ).
- Look for evidence of texts' quantitative level (use associated metrics and check bands).
- Look for evidence of texts' qualitative level (see [QUALITATIVE](#) rubrics).

Team discussion:

Preparing for discussion—questions to ask yourself:

- 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 associated tasks associated with the reading (i.e. purpose of the reading) support the reading's use at that point in time?
- Are the assessments associated with the materials capturing grade level work?
- Are there any texts (and associated tasks) that seem above or below the grade level?

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

During discussion:

- Which texts, if any, in the series have met all the criteria?
- Which texts, if any, are missing some of the criteria in the series?

Guidance for Indicator 1c.

Criterion: 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. Texts (including read aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what students can read independently.

- If students work with these texts and tasks over the course of the school year, will they be supported to 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?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task.
- Anchor texts are placed at the appropriate grade level.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- 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.

Guidance for Indicator 1d.

Criterion: 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. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

What is the purpose of this indicator?

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

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

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

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

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

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

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

Research or Common Core connection:

Guidance for Indicator 1d.

Criterion: 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. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

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

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

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

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Anchor Reading Standards](#).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the [Supplemental Information for Appendix A: New Research on Text Complexity](#).
- Review the [Appendix B](#) for excerpts of listed texts below and the text complexity, quality and range. Note the guidance around increasing text complexity from grade to grade.
- Look for evidence of texts' quantitative level (use associated metrics and check bands).
- Look for evidence of texts' qualitative level (see [QUALITATIVE](#) rubrics).

In the Instructional Materials being reviewed:

- Review the prefatory/introductory materials and identify the organization of increasingly complex text across the year. Note any guidance regarding which texts might be done in which order, curriculum mapping, sequencing, etc.
- Identify "early year" readings for each grade and any that are "mid year" or "end of year."
- Review assessments accompanying anchor texts and text sets. Identify if the assessments require increasing skills in reading across the unit/section/ year.
- Review the Table of Contents for literary and informational texts.
- Review text sets and look for a variety of text complexities to provide access for students (see the text complexity rationale and reader/task consideration).
- Review the Appendix, teacher resources, or other sources for text complexity analysis and rationale on provided texts. **Note the presence of this analysis is scored in 1e.

Team discussion:

Preparing for discussion—questions to ask yourself:

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

Guidance for Indicator 1d.

Criterion: 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. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

- 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 in the beginning of the year to the student's experience with text in the end of the year.
- Do teacher materials include direction for differentiation that also provides guidance around increasing students' text complexity?
- How are texts increasing in complexity? (e.g. which component(s) of the complexity analysis are most prevalent, if any)
- Do assessments provide teachers a good "picture" of reading ability increasing over the course of the school year?
- What supports exist for the teacher to identify student proficiency and growth in literacy skills?

During discussion:

- What texts are out of order in the sequencing of advancing the reading levels and skills?
- How are different components of literacy skills supported as texts become more complex?
- What supports exist for teachers to identify at which level(s) students are reading?
- What supports exist for teachers to identify, monitor, and support students' improvement in reading across a school year?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

4 points: 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 in Grade 2.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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 in Grade 2.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- 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 in Grade 2.

Guidance for Indicator 1d.

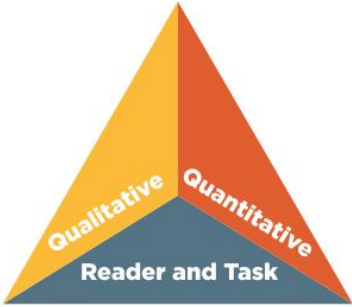
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1d. Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

Guidance for Indicator 1e.

Criterion: 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. Anchor texts (including read-aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis.

What is the purpose of this indicator?
This indicator identifies guidance to support teachers as they plan to employ the instructional materials for their students. Instructional materials can be used with efficacy (and efficiency) when teachers have a comprehensive and accurate representation of the text complexity of anchor texts, text sets, and other work within a year’s worth of materials. Also, for teachers who may choose to use materials out of recommended sequence, a clear and accurate analysis of grade level/complexity is crucial to ensure students grow their literacy skills.
Research or Common Core connection:
“The Standards presume that all three elements [quantitative, qualitative, and reader & task] will come into play when text complexity and appropriateness are determined” (Appendix A, p. 5).
<div><p>Figure 1: The Standards’ Model of Text Complexity</p></div>
Evidence collection:
Finding the evidence: <ul style="list-style-type: none">● Review the Appendix A of the CCSS ELA, focusing on the research and guidance around text complexity.● Review the Supplemental Information for Appendix A: New Research on Text Complexity.
In the Instructional Materials being reviewed: <ul style="list-style-type: none">● Look in the front matter of texts, prefatory/informational materials, appendices and indexes, and for any stand-alone rationales that outline text complexity metrics and methodology used for the materials.● Look within the Teacher Edition (and possibly the Student Edition), and professional learning/development components to identify points in the instruction that show complexity analyses.● All three components (quantitative, qualitative, and reader & task) should be identified as part of the rationale. Note that different quantitative measures may be used, as well as different wording regarding qualitative measures and reader/task considerations. Qualitative measures include levels of meaning (literary texts) or purpose (informational text), structure, language conventionality and clarity, and knowledge demands (See QUALITATIVE rubrics).● Look for the presence of rationale suggested use and possible professional learning supports.
Team discussion:
Preparing for discussion—questions to ask yourself: <ul style="list-style-type: none">● Is there an analysis of anchor texts, series of texts, and text sets for the year long grade level materials?● Does the analysis use the appropriate metrics for the grade level? (quantitative, qualitative, and reader/task consideration)● Considering text complexity and increasing rigor (1c, 1d) does the analysis reflect that?● Is the analysis and support useful to teachers in planning?

Guidance for Indicator 1e.

Criterion: 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. Anchor texts (including read-aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis.

- Does the analysis include reference to research- and evidence-based best practices for increasing students' reading skills?

During discussion:

- Identify evidence of analysis and rationale.
- Does the analysis/rationale provided coherently and comprehensively explain how texts were chosen for the grade level and students?
- Is any information missing or weak?
- Do the tools and research components identified in the analysis/rationale reflect the standards?
- Calibrate and assign score.

Scoring:

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

- Anchor text analysis
- Series of text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis or rationale contains accurate information.

1 point: Materials earning 1 point DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Anchor text analysis
- Series of text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis or rationale contains accurate information.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Anchor text analysis
- Series of text analysis
- Rationale for educational purpose and placement in the grade level.
- Analysis or rationale contains accurate information.

Guidance for Indicator 1f.

Criterion: 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. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

What is the purpose of this indicator?

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

For this indicator, "support" indicates instructional materials and teacher edition directions that support reading growth.

Research or Common Core connection:

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

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Reading Anchor Standards](#).
- Review [Appendix B](#) for excerpts of listed texts below and the text complexity, quality and range. Note the guidance around increasing text complexity from grade to grade.

In the Instructional Materials being reviewed:

- Review all materials for texts identified, suggested, and promoted guided or independent reading: 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 range of content and topics.
- Review materials for read aloud at K-1 and the purpose of the read aloud.

Team discussion:

Preparing for discussion—questions to ask yourself:

- 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 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 more challenging texts suggested to students in the curriculum map?
- How are remedial texts suggested to students in the curriculum map?
- How are opportunities for student choice provided?
- How do instructional materials specifically discuss *range and volume* of reading? Consider whole texts, partial texts, and text sets.
- How do K-1 read aloud text opportunities provide students access to multiple types of text? Consider the teacher's purpose of the read aloud.
- Do the materials include any tools or supports for students to self-track/self identify their own growth? Consider in K-1 tools for the teacher to scaffold self-tracking for students.

During discussion:

- Share evidence of indicators.

Guidance for Indicator 1f.

Criterion: 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. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.

- What opportunities are provided for students to read orally?
- What opportunities are provided for students to read silently?
- Looking at the program, is it clear at what points students should engage in a range and volume of texts? Are these opportunities "built in" or "suggested"?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Instructional materials clearly identify opportunities and supports for students to engage in reading (and 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.

1 point: Materials earning 1 point DO NOT meet ALL the requirements of this indicator.

Materials are missing AT LEAST 1 of the following:

- Instructional materials clearly identify opportunities and supports for students to engage in reading (and 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.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

Materials are missing ALL of the following:

- Instructional materials clearly identify opportunities and supports for students to engage in reading (and 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.

Guidance for Indicator 1g.

Criterion: 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-based, 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).

What is the purpose of this indicator?

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

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

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

Research or Common Core connections:

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

Evidence collection:**Finding the evidence:**

- Review the CCSS ELA standards for [Reading, Writing and Speaking and Listening](#).
 - Pay careful attention to those standards calling out students' use of evidence to support their understanding and build literacy skills.

In the Instructional Materials being reviewed:

- Review the table of contents, materials appendices, and other support materials to identify attention to text-dependent/specific questions and tasks.
- Review tasks and questions associated with texts, text sets, chapters/units (may not see questions and tasks around decodable texts and emergent readers or may see lower level questions with these texts).
- Look through student editions for questions and tasks that are text-dependent and text-specific. Identify questions and tasks that are *not* associated with a text or text set.
- Review teacher editions for directions/supports to build students knowledge from the literal to the inferential and beyond when engaging in questions and tasks.

Team discussion:**Questions to prepare for discussion:**

- Are 80% or more of the questions and tasks connected to texts and require the use of the text to answer? Do they require careful reading or listening?
- Do these questions and tasks support students in drawing on textual evidence to support their learning of explicit understanding and inferences in a text or text set? (as opposed to being able to answer the questions without having read the text)

Guidance for Indicator 1g.

Criterion: 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-based, 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).

- Do questions and tasks require readers to produce evidence from texts to support opinions or statements (writing, speaking)?

During discussion:

- Share evidence of indicators.
- Do questions, tasks, and assignments require students to engage with text directly?
- Do the questions, tasks, and assignments support students' writing and speaking to demonstrate their understanding of reading that is specific to the text/text set under study?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year.
- Text-based questions, tasks and assignments support students' literacy growth over the course of the school year.
- Teacher materials provide support for planning and implementation of text-dependent writing, speaking, and activities.

1 point: Materials earning 1 point DO NOT meet ALL the requirements of this indicator.

Materials are missing AT LEAST 1 of the following:

- Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year.
- Text-based questions, tasks and assignments support students' literacy growth over the course of the school year.
- Teacher materials provide support for planning and implementation of text-based writing, speaking, and activities.

0 points: Materials receiving 0 points DO NOT meet ANY of the requirements of this indicator.

Materials are missing ALL of the following:

- Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year.
- Text-based questions, tasks and assignments support students' literacy growth over the course of the school year.
- Teacher materials provide support for planning and implementation of text-based writing, speaking, and activities.

Guidance for Indicator 1h

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

Indicator 1h. Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

What is the purpose of this indicator?

Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects of a text. Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate). High-quality sequences of text-based questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills, and support valid inferences from the text.

This indicator focuses on the culmination of a unit/section/text of learning, where sequences of high-quality text-based questions, activities, and tasks are synthesized by students into an integrated production of speaking and/or writing. Texts, discussion and assignments are arranged so ideas develop from one lesson to another, incorporating print and digital texts. Materials should integrate speaking and listening and reading and writing, requiring students to marshal evidence to orally present findings from shared research as well as through writing (where appropriate, may include drawing and/or dictation). In K-2, students are expected to ask and answer questions about key details especially in reference to the read-aloud text or anchor text (in Grade 2), but not yet cite explicitly from the text.

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the CCSS ELA standards for [Reading, Writing and Speaking and Listening](#).
 - Pay careful attention to those standards calling out students' use of evidence to support their understanding and build literacy skills.

In the Instructional Materials being reviewed:

- Review the table of contents, materials appendices, and other support materials to identify attention to text-based questions and tasks and their associated culminating projects and tasks. Lower level text-based questions may be found in decodable or emergent texts while higher level questions push higher order thinking.
- Review culminating tasks and activities that anchor the text, chapters, units, and/or topics. Consider different kinds of tasks and size of tasks such as writing tasks, presentations, dramatizations, drawings, and diagrams.
- Look through student edition materials for guidance around culminating work.
- Review assessment supports to identify how culminating tasks built with sequences of text-based questions and tasks are connected to texts and text sets.
- Review Teacher Editions for directions/supports to build students' knowledge from the literal to the inferential and beyond when engaging in questions and tasks.
- Look for how culminating tasks integrate standards in reading, writing, speaking, listening, and language.

Team discussion:

Preparing for discussion—questions to ask yourself:

- Do the questions and activities build toward a culminating task?
- Where are culminating tasks found within the instructional materials?
- What types of culminating tasks are found in the instructional materials?
- If students demonstrate proficiency in evidence-based questions and tasks, can they complete the grade-level culminating task at the end?

Guidance for Indicator 1h

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

Indicator 1h. Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

During discussion:

- Share evidence of indicators.
- Are the culminating tasks and activities synthesizing each unit/section of learning?
- Do the sequences support overall learning and demonstration of grade level proficiency?
- How do culminating tasks over the year's instruction support students' ability to achieve grade level literacy skills?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Culminating tasks are present in materials.
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-based questions and tasks.
- Students who demonstrate success with sequences of questions can complete the culminating tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and writing.
- Culminating tasks are varied over the year.

1 point: Materials earning 1 point DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Culminating tasks are present in materials.
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-based questions and tasks.
- Students who demonstrate success with sequences of questions can complete the culminating tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and writing.
- Culminating tasks are varied over the year.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Culminating tasks are present in materials.
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-based questions and tasks.
- Students who demonstrate success with sequences of questions can complete the culminating tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and writing.
- Culminating tasks are varied over the year.

Guidance for Indicator 1i.

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

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

What is the purpose of this indicator?

This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to practice application of academic vocabulary and syntax and to build communication and presentation skills.

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

This indicator specifically seeks to identify those materials that support students' growing skills in evidence-based discussions and academic vocabulary and syntax. This indicator is looking for yearlong evidence to support the "Comprehension and Collaboration" standards in the Speaking and Listening section around the use of academic vocabulary and syntax.

Research or Common Core connection

"When they [students] enter school, students differ markedly in their vocabulary knowledge. The entire curriculum should address this vocabulary gap early and systematically or it will expand and accelerate" (Coleman & Pimental, 2012, p. 4).

Evidence collection:

Finding the evidence:

- Review the CCSS ELA Anchor Standards in [Speaking and Listening](#) (p. 22).
- Review the CCSS ELA Standards in [Language](#) (pgs. 26-27).
 - Specifically look at L.1, L.4-6
- Review [Appendix A](#) of CCSS ELA, focusing on the research around speaking and listening, language, and vocabulary.

In the Instructional Materials being reviewed:

- Look in table of contents, appendices, and core supports for sections of guidance around how students will use discussions and speaking and listening.
- Attend to speaking and listening/discussion lessons that specifically identify 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.
- Academic terms are listed and defined in teacher materials and/or student materials.
- Discussion questions/scenarios are provided to model practice in speaking, listening, collaborating, and presenting ideas.
- Students have multiple opportunities across chapters, units, texts, and the school year to engage in evidence-based discussions (e.g. "share your examples with a classmate" or other sentence starters). With decodable, these evidence-based conversations may be about low level questions, which require students to find comprehension questions in text.

Guidance for Indicator 1i.

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

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

- 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; in upper grades, this may shift to suggested use of graphic organizers, sentence stems, or discussion protocols)
- Specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.

Team discussion:

Preparing for discussion—questions to ask yourself:

- How many texts are supported with questions and prompts that promote evidence-based discussions? Are discussions and speaking/questioning prompts accompanied by a yearlong approach to developing skills over the course of the school year?
- Do discussions and protocols include a focus on syntax study and development?
- Do discussions and protocols include a focus on learning and applying academic vocabulary appropriately to the grade level standards?
- 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 and building on others' ideas?

During discussion:

- Share evidence of indicators.
- Are the opportunities for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax found throughout the whole year's materials?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Materials provide multiple opportunities and protocols for evidence-based discussions across the whole year's scope of instructional materials.
- Support for evidence-based discussions encourages modeling and a focus on using academic vocabulary and syntax.
- Teacher materials support implementation of these standards to grow students' skills.
- Materials provide grade level opportunities.

1 point: Materials earning 1 point DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials provide multiple opportunities and protocols for evidence-based discussions across the whole year's scope of instructional materials.
- Support for evidence-based discussions encourages modeling and a focus on using academic vocabulary and syntax.
- Teacher materials support implementation of these standards to grow students' skills.
- Materials provide grade level opportunities.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

Guidance for Indicator 1i.

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

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

The materials are missing ALL of the following

- Materials provide multiple opportunities and protocols for evidence-based discussions across the whole year's scope of instructional materials.
- Support for evidence-based discussions encourages modeling and a focus on using academic vocabulary and syntax.
- Teacher materials support implementation of these standards to grow students' skills.
- Materials provide grade level opportunities.

Guidance for Indicator 1j

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

Indicator 1j. 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.

What is the purpose of this indicator?

Students who are career and college ready in Speaking and Listening can engage effectively in a range of speaking and listening activities. They listen to others (and to multimedia resources) to build knowledge and hone their attention to gaining understanding from multiple sources. In K-2, opportunities to present are based in building skills such as describing, speaking audibly, and using complete sentences when speaking. Students will be telling or retelling a story or text rather than reporting on the text.

This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to practice sharing or retelling information about what students are reading or being read aloud. Speaking and listening work should be embedded across the whole year's instruction, rather than only appear as culminating or "stand alone" tasks.

Materials should provide teachers guidance and touch points across the year's curricular materials to support students increasing skills. The CCSS ELA standards for Speaking and Listening support students' engagement and development of these skills over time. The standards break the basics of these skills into categories which increase in rigor according to the grade level expectations. The "big picture" is outlined by Anchor Standards: Comprehension & Collaboration and Presentation of Knowledge and Ideas.

Research and Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the CCSS ELA Standards for [Speaking and Listening](#).
- Review the CCSS anchor standards for [Reading](#), [Writing](#), and [Language](#).

In the Instructional Materials being reviewed:

- Look in the introductory materials for specific information about how the materials employ speaking and listening skills.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review reading and research tasks to identify suggested speaking and listening activities are incorporated.
- Discussion questions are provided and are sequenced to increase the 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.

Team discussion:

Preparing for discussion—questions to ask yourself:

- 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 lessons (and/or culminating tasks) incorporate students' demonstrations or presentations (share with a peer, teacher and/or class) to show what they are learning through reading and researching?

Guidance for Indicator 1j

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

Indicator 1j. 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.

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

During discussion:

- Share evidence of indicators.
- When used as designed, do materials provide authentic opportunities to support students' growth in speaking and listening?
- Do the materials connect speaking and listening to reading and research?
- Is speaking and listening supported across the year's materials?
- What kinds of supports exist to help teachers engage students in collaborative conversations with diverse partners?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: 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.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading (or read aloud) and researching through varied speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

1 point: Materials earning 1 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading (or read aloud) and researching through varied speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading (or read aloud) and researching through varied speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

Guidance for Indicator 1k

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

Indicator 1k. Materials include a mix of on-demand and process, grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

What is the purpose of this indicator?

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

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

Research or Common Core connection:

In grades K-2, Standard 7: "Participate in shared research and writing projects..." Standard 5, Standard 6, and Standard 8: "With guidance and support from adults..." Graham and Harris (2015) write, "The outcome is accomplished in a problem space where the actors use writing tools in an ongoing interaction with others (peers and teachers) to shape the paper that is being produced over time in a shared direction" (p. 9).

Evidence collection:

Finding the evidence:

- Review the [CCSS Writing standards \(anchor standards\)](#).
- Review the [CCSS Writing standards](#) for the grade level materials being reviewed (pgs 18-19).
- Review the [CCSS Writing standards](#) for the grades above and below the grade level being reviewed.

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look for Teacher Edition materials that show a progression and/or distribution of writing types and skills. Identify amounts of instructional time assigned/suggested to on-demand writing practice and production, to process and writing development, and to short and long research and presentation projects.
- 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 assessments sections and identify writing assignments and tasks.
- Look in instructional sections promoting research writing and presentation skills.
- Review any digital materials and resource options.

Team discussion:

Preparing for discussion—questions to ask yourself:

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

Guidance for Indicator 1k

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

Indicator 1k. Materials include a mix of on-demand and process, grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

- 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?
- How do writing tasks and assignments incorporate research and reading?

During discussion:

- Share evidence of indicators.
- Are students provided a variety of opportunities to write and improve their writing throughout the course of the school year?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: 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.
- Materials include short and longer writing tasks and projects.
- Opportunities for students to revise and edit are provided.
- Materials include digital resources where appropriate.
- Writing tasks and projects are aligned to the grade level standards being reviewed.

1 points: Materials earning 1 points DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction.
- Materials include short and longer writing tasks and projects.
- Opportunities for students to revise and edit are provided.
- Materials include digital resources where appropriate.
- Writing tasks and projects are aligned to the grade level standards being reviewed.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

Materials are missing ALL of the following:

- Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction.
- Materials include short and longer writing tasks and projects.
- Opportunities for students to revise and edit are provided.
- Materials include digital resources where appropriate.
- Writing tasks and projects are aligned to the grade level standards being reviewed.

Guidance for Indicator 1l

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

Indicator 1l. Materials provide opportunities for students to address different text types of writing (year long) that reflect the distribution required by the standards.

What is the purpose of this indicator?

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

This indicator focuses on the distribution of three different text types and modes of writing that the standards recommend for all students. Materials to grow students' writing skills should encourage attention to different genres and modes comprehensively throughout a student's school year, rather than teaching skills in isolation. At K-2, teacher guidance and support is necessary.

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review [Appendix A](#) (p. 23).
- Review the [CCSS Writing standards \(anchor standards\)](#).
- Review the [CCSS Writing standards](#) (W.1, W. 2, W.3) for the grade level materials being reviewed (p. 19).
- Review the [CCSS Writing standards](#) for the grades above and below the the grade being reviewed.
- Note the specific genres and types of writing required by the grade level standards.
- Note the distribution of genres and types of writing required by the grade level standards.
- Materials should place a balanced focused on informative, narrative, and opinion writing.

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Look for different genres/modes/types of writing.
- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look for Teacher Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, guided writing, writing stems or cloze practice activities to launch writing, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Identify student rubrics and checklists.
- Look for Teacher Edition materials that show exemplars and student samples.

Team discussion:

Preparing for discussion—questions to ask yourself:

Guidance for Indicator 1l

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

Indicator 1l. Materials provide opportunities for students to address different text types of writing (year long) that reflect the distribution required by the standards.

- Do the materials include a range of genres/modes of writing appropriate for the grade level?
- 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? To practice, application, and presentation?
- Do writing assignments require students to use literature, informational texts, poetry, and non-print sources?
- How do writing assignments offer student choice?
- Do the materials include models/exemplars/ samples for students?
- Do the materials support teachers in planning for and monitoring students' writing development?

During discussion:

- Share evidence of indicators.
- Do materials provide a year's worth of writing instruction for students to address different genres and modes?
- Do the writing materials reflect the distribution required by the standards?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: 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.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- 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.

1 points: Materials earning 1 points DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- 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.
- Materials provide opportunities for students to learn, practice, and apply some genres/modes of writing, but do not reflect the distribution required by the standards.
- Materials do not include sufficient writing opportunities for a whole year's use.
- Few or no materials are connected to texts and/or text sets, or are arbitrarily connected.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

Materials are missing ALL of the following:

- 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.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- 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.
- Materials do not provide year-long supports for student writing tasks and opportunities and/or

Guidance for Indicator 1l

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

Indicator 1l. Materials provide opportunities for students to address different text types of writing (year long) that reflect the distribution required by the standards.

<ul style="list-style-type: none">• Writing work does not provide opportunities for students to address different genres/modes of writing reflecting the distribution required by the standards.

Guidance for Indicator 1m

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

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

What is the purpose of this indicator?

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

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

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review [Appendix A](#) about writing (pgs. 23-25).
- Review the [CCSS Writing standards \(anchor standards\)](#).
- Review the [CCSS Writing standards](#) (W.7, W.8 & at grades 1-2 W.1, W.2) for the grade level materials being reviewed (p. 19).
- Review the [CCSS Writing standards](#) for the grades above and below the the grade being reviewed.
- Review the standards that support students' use of gathering evidence in [Reading, Speaking, and Listening](#).

In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Look for different genres/modes/types of writing.
- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look for Teacher Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, practice activities, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Look for regular (daily and weekly) writing opportunities that vary in purpose and length and that flow from the instruction and text-dependent/specific questions.
- Look for writing and culminating assignments that match up with the grade band distribution. Consider opportunities that promote evidence-based writing and analysis.
- Materials should provide opportunities for students to address different genres of writing. Writing assignments should require students to use literature, informational text, poetry, and non-print sources.

Team discussion:

Preparing for discussion—questions to ask yourself:

- How much instructional time is spent building students' skills in over the course of the school year?

Guidance for Indicator 1m

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

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

- 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, building components of structured writing (e.g. paragraphs, introductions, conclusions, etc.) as well as integrating evidence from texts and other sources?
- Do materials support opportunities for students to revise and build on new learnings?
- Do writing tasks and projects increase in rigor over time?
- Are writing tasks, prompts, projects varied over the course of the year or are they repeated?

During discussion:

- Share evidence of indicators.
- Do frequent writing opportunities provide students opportunities to practice and apply writing to recall information from sources?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: 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.

1 point: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- 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.

Guidance for Indicator 1n

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

Indicator 1n. Materials include explicit instruction of the grammar and conventions/language standards for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

What is the purpose of this indicator?

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [Language standards](#) in the CCSS for K-2 grades (pgs 25-27).
- Review the specific [Language standards](#) for the grade level being reviewed.
- Make note of those specific standards that precede the grade level.
- Make note of those specific standards that come after the grade level.

In the Instructional Materials being reviewed:

- Review the table of contents and prefatory materials and identify how 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 Language Standards.
- Review assessment materials for any Language assessment items.
- Identify any Teacher Edition materials that support teachers in monitoring students' Language standards development.
- Look at how grammar and convention standards are taught (explicit sections, embedded, or both).

Team discussion:

Preparing for discussion—questions to ask yourself:

- How much instructional time is spent on 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 language standards (e.g. do they provide models of use)?

During discussion:

- Share evidence of indicators.
- Where do the materials explicitly address the grammar and conventions standards for the grade level?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

Guidance for Indicator 1n

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

Indicator 1n. Materials include explicit instruction of the grammar and conventions/language standards for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

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

- Materials include explicit instruction of all grammar and conventions standards for the grade level.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.
- Materials include opportunities for students to demonstrate application of skills both in- and out-of-context.

1 point: Materials earning 1 points DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials include explicit instruction of all grammar and conventions standards for the grade level.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.
- Materials include opportunities for students to demonstrate application of skills both in- and out-of-context.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

Materials are missing ALL of the following:

- Materials include explicit instruction of all grammar and conventions standards for the grade level.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.
- Materials include opportunities for students to demonstrate application of skills both in- and out-of-context.

Guidance for Indicator 1o.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 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.

What is the purpose of this indicator?

This indicator, along with indicators 1p-1u, identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

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

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

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

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds not printed letters or words.

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Anchor Standards](#), with focus on the Reading Standards: Foundational Skills (K-5).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around text complexity, as well as Reading Foundational Skills (pgs. 17-21 for this indicator).

In the Instructional Materials being reviewed:

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

Standards

Guidance for Indicator 1o.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 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.

Kindergarten		Grade 1	
Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ^{1*} (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Kindergarten		Grade 1	Grade 2
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed	3. Know and apply grade-level phonics and word analysis skills in decoding words both a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with

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Guidance for Indicator 1o.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 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.

	common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
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Team discussion:

Preparing for discussion—questions to ask yourself:

- 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?

During discussion:

- Discuss and share the evidence of the foundational skills in core materials.
- Discuss the amount of time spent for each component over the course of the school year. Is adequate time spent? Are the skills being developed for students?

Guidance for Indicator 1o.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 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.

- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

Kindergarten

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

- Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words).
- Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

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

The materials are missing AT LEAST 1 of the following:

- Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words).
- Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words).
- Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

Grade 1

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

- Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words).
- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. spelling-sound correspondences of digraphs, decode one-syllable words, know final-e and long vowels, syllable and vowel relationship).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

Guidance for Indicator 1o.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 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.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words).
- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. spelling-sound correspondences of digraphs, decode one-syllable words, know final-e and long vowels, syllable and vowel relationship).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words).
- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. spelling-sound correspondences of digraphs, decode one-syllable words, know final-e and long vowels, syllable and vowel relationship).
- Materials have a cohesive sequence of phonemic awareness instruction to build toward application.
- Materials have a cohesive sequence of phonics instruction to build toward application.

Grade 2

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

- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. distinguish long and short vowel sounds, apply spelling-sound relationship on common words, decode two syllable words with long vowels).
- Materials have a cohesive sequence of phonics instruction to build toward application.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. distinguish long and short vowel sounds, apply spelling-sound relationship on common words, decode two syllable words with long vowels).
- Materials have a cohesive sequence of phonics instruction to build toward application.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. distinguish long and short vowel sounds, apply spelling-sound relationship on common words, decode two syllable words with long vowels).
- Materials have a cohesive sequence of phonics instruction to build toward application.

Guidance for Indicator 1p.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1p. 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).

What is the purpose of this indicator?

This indicator, along with indicators 1o, 1q, 1r, 1s, and 1t identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

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

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Anchor Standards](#) with focus on the Reading Standards: Foundational Skills (K-5).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around text complexity, as well as Reading Foundational Skills (pgs. 17-21 for this indicator).

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment of Foundational Standards aligned to each grade level. Examples include:
 - Table of Contents (including prefatory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections about the alphabet, print concepts, language functions, text structures, and text features.
- Teacher Edition identifies lessons and activities around the alphabet, directionality, and print concepts (K-1).
- Teacher Edition identifies lessons and activities about the structure of text and text features (1-2).

Standards

	Kindergarten	Grade 1
Print Concepts	<ol style="list-style-type: none">1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none">a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Understand that words are separated by	<ol style="list-style-type: none">1. Demonstrate understanding of the organization and basic features of print.<ol style="list-style-type: none">a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Guidance for Indicator 1p.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1p. 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).

- | | | |
|--|---|--|
| | spaces in print.
d. Recognize and name all upper- and lowercase letters of the alphabet. | |
|--|---|--|

Team discussion:

Preparing for discussion—questions to ask yourself:

- When and how do students learn the names of letters? Are letters taught in isolation? What activities do students practice to learn letters?
- How do students learn to differentiate between letters and words?
- How do the materials provide regular practice 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 to the materials address text structure? Is text form taught address in conjunction with text structure?

During discussion:

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

Scoring:

Guidance for Indicator 1p.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1p. 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).

Kindergarten

2 points: 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, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters).

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

The materials are missing AT LEAST 1 of the following:

- Materials include frequent, 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, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters).

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Materials include frequent, 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, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters).

Grade 1

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

- 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).

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

The materials are missing AT LEAST 1 of the following:

- 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).

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

Guidance for Indicator 1p.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1p. 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).

- Materials include frequent, adequate and tasks/questions about the organization of print concepts (e.g. recognize features of a sentence).
- Students have frequent and adequate opportunities to identify text structures (e.g. main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect).
- Materials include frequent, adequate lessons and activities about text features (e.g. title, byline, headings, table of contents, glossary, pictures, illustrations).

Grade 2

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

- 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).

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

The materials are missing AT LEAST 1 of the following:

- 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 many lessons and activities about text features (e.g. title, byline, headings, table of contents, glossary, pictures, illustrations).

0 points: Materials DO NOT meet ANY of the following requirements of this indicator.

The materials are missing ALL of the following:

- 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 many lessons and activities about text features (e.g. title, byline, headings, table of contents, glossary, pictures, illustrations).

Guidance for Indicator 1q.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

What is the purpose of this indicator?

This indicator, along with indicators 1o, 1p, 1r, 1s and 1t, identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Students are applying their foundational skills through decoding as they advance towards reading at grade level. As students attempt to decode words, materials in early elementary should emphasize looking for phonics patterns and should instruct the teacher to employ syntactic or semantic cueing systems when the phonics patterns do not work or to confirm a word choice.

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

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

Research or Common Core connection:

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

Evidence collection:**Finding the evidence:**

- Review the [CCSS ELA Anchor Standards](#), with focus on the Reading Standards: Foundational Skills (K-5). Read the FLUENCY standard (RF.4) in particular for this indicator.
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around Text Complexity, as well as Reading Foundational Skills. Identify the specific reading band associated with each grade.

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment of foundational Standards aligned to each grade level. Examples may include:
 - Table of contents (including prefatory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done.
- Look for evidence of systematic instruction AND assessment to support development of decoding automaticity, high frequency words, and oral fluency.
- Teacher Edition identifies metrics and 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) about decoding skills, frequency word recognition, and fluency.
- Some materials may have grade level fluency passages with questions attached.

Guidance for Indicator 1q.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

- Look for different types of reading opportunities (reader's theater, dialogues, song lyrics, narratives, speeches, whisper reading, repeated readings, choral reading, oral recitation, echo reading).
- Look at included student "optional readings" that may be included in appendices.
- Look for opportunities for students to read text considered on-grade level especially in Grade 2.
- Examine teacher and student materials for word wall/bank components and high frequency words (K).

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K-1	N/A	N/A
2-3	450L-730L	420L-820L

Kindergarten

R.F. 3

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

R.F. 4

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

Grade 1

R.F. 3

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

R.F. 4

Read with sufficient accuracy and fluency to support comprehension.

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

Grade 2

R.F. 3

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

R.F. 4

Read with sufficient accuracy and fluency to support comprehension.

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

Team discussion:**Preparing for discussion—questions to ask yourself:**

- How are high frequency words taught in Kindergarten? What instructional strategies are employed in teaching high frequency words?
- Are high frequency words taught in isolation? Are phonic cues taught in association of the frequency words when possible?
- In Grade 1, are open and closed syllables taught?
- In Grade 1, what inflected endings are taught?
- In Grade 2, how are long and short vowels taught in single syllable words?

Guidance for Indicator 1q.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

- In Grade 2, what single-syllable and two-syllable word patterns are addressed? In Grade 2, what prefixes and suffixes are addressed and learned?
- In Grades 1 and 2, how do students learn to recognize and read irregularly spelled words? What instructional strategies are employed for teaching students to recognize and read irregularly spelled words?
- When do lessons introduce using semantic or syntactic cues for confirming word choice? Are graphophonic cues emphasized as a prior strategy for automaticity of decoding words?
- How is decoding addressed in the materials? How are decoding lessons placed in the lessons for whole group vs. small groups? What materials are used (i.e. Elkonin boxes, manipulative letters, letter or word cards)?
- Consider the amount of recommended time allocated for fluency practice and for oral reading in each component of lessons and assessments in Grade 1 and Grade 2.
- Consider the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades).
- Discuss the FLUENCY standard as it is represented in the instructional materials. Attend to the grade level materials being discussed.

During discussion:

- Share evidence of indicators.
- How do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:**Kindergarten****4 points: 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 purposefully read emergent-reader texts.
- Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.
- Students have opportunities to read and practice high-frequency words.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.**The materials are missing AT LEAST 1 of the following:**

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.
- Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.
- Students have opportunities to read and practice high-frequency words.

0 points Materials DO NOT meet ANY of the requirements of this indicator.**The materials are missing ALL of the following:**

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts.
- Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year.
- Students have opportunities to read and practice high-frequency words.

Guidance for Indicator 1q.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

Grade 1**4 points: 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 purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.**The materials are missing AT LEAST 1 of the following:**

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.**The materials are missing ALL of the following:**

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

Grade 2**4 points: 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 purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade level decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.**The materials are missing AT LEAST 1 of the following:**

Guidance for Indicator 1q.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade level decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text.
- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade level decodable words.
- Materials support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues.
- Students have opportunities to practice and read irregularly spelled words.

Guidance for Indicator 1r.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

What is the purpose of this indicator?

This indicator, along with indicators 1o, 1p, 1q, 1s, and 1t, identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Students are applying their foundational skills through decoding as they advance toward reading at grade level.

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

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

Research or Common Core connection:

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

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

Evidence collection:

Finding the evidence:

- Review the CCSS ELA with focus on the [Reading Standards: Foundational Skills \(K-5\)](#).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around morphology (p. 22).

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment of Foundational Standards aligned to each grade level. Examples include:
 - Table of Contents (including prefatory materials to see the rationale for how instruction is approached).
 - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done).
 - Weekly overview and activities that allow students to recognize words in connected text and write learned words in context.
 - Lessons with whole-part-whole approach to learning high frequency words (high frequency words taught in context of story/text/poem/rhyme/song)
 - Lessons with part-whole approach to learning high frequency words (high frequency words taught prior to seeing/reading them in the story/text/poem/rhyme/song)
 - Daily lessons providing student opportunities to practice word recognition within text (could be in a big book, section of text, poem, rhyme, sentences).

Guidance for Indicator 1r.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

- Decodables (decodable texts are phonetically controlled)
- Assessment support for word recognition in context.
- Examine student materials for word study lessons of syllabication, prefixes, suffixes, affixes, compound words (

Kindergarten Standards

R.F. 3

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

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

Grade 1 Standards

R.F. 3

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

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

Grade 2 Standards

R.F. 3

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

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Team discussion:

Preparing for discussion—questions to ask yourself:

- What is the amount of recommended time allocated for word recognition and word analysis lessons?
- Consider the placement of words recognition and 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. 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?

Guidance for Indicator 1r.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

- 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?

During discussion:

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

Scoring:

Kindergarten

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

- Materials support students' development learn grade-level word recognition and analysis skills (e.g. one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short 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.

2 Point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials support students' development learn grade-level word recognition and analysis skills (e.g. one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short 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.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Materials support students' development learn grade-level word recognition and analysis skills (e.g. one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short 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.

Grade 1

Guidance for Indicator 1r.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

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

- Materials support students' development 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.

2 Point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials support students' development 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.

0 points: Materials DO NOT meet any of the requirements of this indicator.

The materials are missing ALL of the following:

- Materials support students' development 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.

Grade 2

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

- Materials support students' development 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.

2 Point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials support students' development 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.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

Guidance for Indicator 1r.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1r. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

- Materials support students' development 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.

Guidance for Indicator 1s.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1s. Materials 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.

What is the purpose of this indicator?

This indicator, along with indicators 1o, 1p, 1q, and 1t identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Students are applying their foundational skills through decoding as they advance towards reading at grade level.

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

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Foundational Skills Standards](#) (pgs 15-16).
- Review the [Appendix A](#) of the CCSS ELA about Foundational Skills.

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment of Foundational Standards aligned to each grade level. Examples may include:
 - Table of contents (including prefatory materials to see the rationale for how assessment is approached)
 - Assessment sections (diagnostic assessments, checklists, rubrics, running records, observation forms, miscue analysis)
 - 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 system for progress monitoring the foundational skills, phonics skills, 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).
- Some materials may have grade level fluency passages with questions attached for comprehension checks.

CCSS Standards

	Kindergarten	Grade 1
Print Concepts	1. Demonstrate understanding of the organization and basic features of print.	1. Demonstrate understanding of the organization and basic features of print.

Guidance for Indicator 1s.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1s. Materials 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.

Phonological Awareness	<ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 		<ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{1*} (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 		2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	
Phonics and Word Recognition	Kindergarten		Grade 1	
	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or 		3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. 	
Phonics and Word Recognition	Grade 2		Grade 2	
	3. Know and apply grade-level phonics and word analysis skills in decoding words both <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common 		3. Know and apply grade-level phonics and word analysis skills in decoding words both <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common 	

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Guidance for Indicator 1s.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1s. Materials 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.

Fluency	<p>many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
	<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Team discussion:

Preparing for discussion—questions to ask yourself:

- What assessment measures are included for foundational skills?

Guidance for Indicator 1s.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1s. Materials 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.

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

During discussion:

- Do the materials provide regular and systematic assessment opportunities?
- Do the assessments provide teachers with criteria? Do the assessments help teachers find evidence of each student moving toward mastery of a particular skill?
- Do the assessment materials provide progress information for students to be supported and move toward independence in foundational skills?
- What protocols exist for teachers for how to help students performing below grade level?
- Are the assessment materials aligned to the instruction?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- 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 teachers and students with information of students' current skills/level of understanding.
- Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills.

2 point: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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 teachers and students with information of students' current skills/level of understanding.
- Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

Guidance for Indicator 1s.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1s. Materials 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.

- | |
|---|
| <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 teachers and students with information of students' current skills/level of understanding.• Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. |
| |

Guidance for Indicator 1t.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1t. 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.

What is the purpose of this indicator?

This indicator, along with indicators 1o, 1p, 1q, 1r and 1s, identifies instructional materials for the necessary foundational skills components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

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

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

Research or Common Core connection:

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Foundational Skills Standards](#) (pgs 15-16).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around Reading Foundational Skills.

In the Instructional Materials being reviewed:

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

CCSS Standards

Kindergartners

Grade 1 Students

Print

1. Demonstrate understanding of the

1. Demonstrate understanding of the

Guidance for Indicator 1t.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1t. 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.

Concepts	<p>organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 		<p>organization and basic features of print.</p> <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	
	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.^{1*} (This does not include CVCs ending with /l/, /r/, or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 		<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	
Phonological Awareness				
Phonics and Word Recognition	Kindergarten	Grade 1	Grade 2	
	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words both</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for 	

Guidance for Indicator 1t.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1t. 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.

Fluency	<p>primary sounds or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
	<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Team discussion:

Preparing for discussion—questions to ask yourself:

- What is the amount of recommended time allocated for each component of lessons and assessments?

Guidance for Indicator 1t.

Criterion: Tasks and Questions: Foundational Skills Development (Grades K-2): Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Indicator 1t. 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.

- 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 remedial of foundational skills?
- What opportunities are provided for acceleration of foundational skills?
- How are lessons and activities modeled? Is there a gradual release of responsibility?
- Are lessons and activities of high quality and engaging for students to reach mastery of foundational skills? Do students have access to multiple ways of learning and not just worksheets?
- Are there suggestions to the teacher for supporting varying student needs?
- Consider the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades).

During discussion:

- How are tasks and questions designed to allow students to demonstrate that they understand the components of foundational skills?
- Do materials provide instructional opportunities to scaffold and support each student's foundational skill needs?
- Will every student be able to achieve mastery of foundational skills?
- Are there suggestions for adapting instruction to meet student needs?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

4 points: 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 teachers 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.

2 point: Materials earning 1 point DO NOT meet ALL the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills.
- Materials provide guidance to teachers 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.

0 points: Materials earning 0 points DO NOT not meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills.
- Materials provide guidance to teachers 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.

Guidance for Indicator 2a

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2a. Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

What is the purpose of this indicator?

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

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Anchor Standards K-2](#).
- Review CCSS ELA Reading Standard 10 for Literature and Informational Text K-2.

In the instructional materials being reviewed:

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

Grade K

[CCSS.ELA-LITERACY.RL.K.10](#)

Actively engage in-group reading activities with purpose and understanding.

[CCSS.ELA-LITERACY.RI.K.10](#)

Actively engage in-group reading activities with purpose and understanding.

Grade 1

[CCSS.ELA-LITERACY.RL.1.10](#)

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

[CCSS.ELA-LITERACY.RI.1.10](#)

With prompting and support, reading informational texts appropriately complex for grade 1.

Grade 2

[CCSS.ELA-LITERACY.RL.2.10](#)

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-LITERACY.RI.2.10](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Team discussion:

Preparing for discussion—questions to ask yourself:

Guidance for Indicator 2a

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2a. Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

- Are the texts connected by a topic (as opposed to a theme)?
- Is the sequence of texts conducive toward scaffolding students toward the requirements of Standard 10?
- Are there sufficient opportunities for active engagement in group reading in Kindergarten?
- Is there sufficient prompting and support to read and access texts in Grade 1?
- Are there sufficient opportunities for independent practice with the texts in Grade 2?
- Are scaffolds provided to help students achieve proficiency?

During the discussion:

- Share and discuss all evidence.
- Discuss how the suggested readings will grow students' reading skills and knowledge over the course of the school year. Consider how the instructional materials grow over the course of the year: does the volume of reading increase? Does reading become more rigorous?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

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

- Texts are connected by a grade level appropriate topic (rather than a theme).
- Texts build knowledge, vocabulary, and the ability to read/listen and comprehend complex texts across a school year.
- Texts scaffold students toward the requirements of Standard 10.

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

The materials are missing AT LEAST 1 of the following:

- Texts are connected by a grade level appropriate topic (rather than a theme).
- Texts build knowledge, vocabulary, and the ability to read/listen and comprehend complex texts across a school year.
- Texts scaffold students toward the requirements of Standard 10.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Texts are connected by a grade level appropriate topic (rather than a theme).
- Texts build knowledge, vocabulary, and the ability to read/listen and comprehend complex texts across a school year.
- Texts scaffold students toward the requirements of Standard 10.

Guidance for Indicator 2b

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

What is the purpose of this indicator?

This indicator identifies sequences of questions and tasks that support students' development in skills around how to analyze the components of texts so they may navigate the content and be able to draw conclusions and articulate their evidence-based opinions.

This indicator identifies directions for students to attend to language, key ideas, details, craft, and structures of texts. Students need to demonstrate ability to integrate multiple skills to attend to these standards and grow their skills in English Language Arts.

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

Evidence collection:

Finding the evidence:

- Review [CCSS Reading Standards Anchor Standards](#) for Grades K-2.
- Review [CCSS Reading Standards](#) 1-9 for Grades K-2 noting the progression of expectations (pgs 10-14).

In the Instructional Materials being reviewed:

- Look at front matter of materials and read publisher directions and introduction to the design of teaching students how to navigate these textual components.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation among grades (e.g. how are “key ideas” attended to in each grade? Which elements of craft are the foci of each grade?)
- Look at unit organization for a coherent “through line” of tasks and questions that focus on this type of analysis. (e.g. some chapter/unit questions are organized in this manner, often aligned with Depth of Knowledge-DOK, etc.)
- Review student writing and speaking and research tasks for evidence of students' need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).
- key ideas and details, craft and structure, and integration of knowledge and ideas.

Team discussion:

Preparing for discussion—questions to ask yourself:

- For most texts, are students given opportunities to analyze words/phrase and authors' word choices? (e.g. Kindergarten-ask and answer questions about unknown words, Grade 1-identify words and phrases, Grade 2-describe words and phrases).
- For most texts (especially read-aloud texts), are students given opportunities to identify key ideas and details?
- For most texts (especially read-aloud texts), are students given opportunities to analyze structure and craft?
- Are the tasks associated with language, key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?
- Over the course of a whole year set of instructional materials, are identified elements moved from being directly taught to embedded in student work at the end of the year?

Guidance for Indicator 2b

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit? (e.g. compare and contrast stories or texts; identifying the use of illustrations within a text).

During discussion:

- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/curriculum map materials.
- Discuss any evidence of progression of the skills within standards as they are laid out across the year's worth of instructional materials (and, if applicable, how the standard grows students' knowledge and skills across grades).
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

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

- For most texts (read-aloud texts K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases and or author's word choice (according to grade level standards).
- For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details, structure, and craft (according to grade level standards)
- By the end of the year, these components (language, word choice, key ideas, details, structure, craft) are embedded in students' work rather than taught directly.
- The teacher will know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit (e.g. compare and contrast stories or texts; identifying the use of illustrations within a text).

1 points: Materials earning 1 points DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- For most texts (read-aloud in K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases and or author's word choice (according to grade level standards).
- For most texts (read-aloud in K-1 and anchor texts in Grade 2), students analyze key ideas and details, structure, and craft (according to grade level standards)
- By the end of the year, these components (language, word choice, key ideas, details, structure, craft) are embedded in students' work rather than taught directly.
- The teacher will know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit (e.g. compare and contrast stories or texts; identifying the use of illustrations within a text).

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- For most texts (read-aloud in K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases and or author's word choice (according to grade level standards).
- For most texts (read-aloud in K-1 and anchor texts in Grade 2), students analyze key ideas and details, structure, and craft (according to grade level standards)
- By the end of the year, these components (language, word choice, key ideas, details, structure, craft) are embedded in students' work rather than taught directly.
- The teacher will know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit (e.g. compare and contrast stories or texts; identifying the use of illustrations within a text).

Guidance for Indicator 2b

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.



Guidance for Indicator 2c

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2c. Materials contain a coherently sequenced set of text-based questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

What is the purpose of this indicator?

This indicator identifies sequences of text-based questions and tasks that support students' development in integrating knowledge and ideas across both individual and multiple texts. The focus of this indicator is how well the materials support students' development in *analysis* of knowledge and ideas. At the K-2 grade levels, students can retell/recount stories and followed by an analysis (K- tell key details, 1 & 2- determine understanding of the central message). For analysis at K-2, students can identify and describe characters, settings, and events. Students can use illustrations to describe characters, settings, and events. Students can also compare and contrast characters experiences (K-in familiar stories, 1-in stories, 2-in versions of the same story).

In Indicators 1g and 1h, text-based questions and subsequent culminating tasks were identified. This indicator builds on that identification to show the depth and integration of these questions and tasks, and identifies how they raise the level of rigor in the classroom beyond only literal interpretation.

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Reading Anchor Standards](#).
- Review the [CCSS ELA Reading Standards](#) (both Literature and Informational Text) for K-2 (pgs 10-14).

In the instructional materials being reviewed:

- Look at front matter of materials and read publisher directions and introduction to the design of teaching students how to navigate these textual components.
- Look at unit organization for a coherent “through line” of tasks and questions that focus on this type of analysis (describe, compare/contrast, explain). Some chapter/unit questions are organized in this manner, often aligned with Depth of Knowledge, Bloom’s Taxonomy. Look at the questions and tasks associated with read-aloud texts.
- Review student writing and speaking and research tasks for evidence of students’ need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).
- Look for questions that address the integration of knowledge and ideas across stories.
- Look for questions that address analysis (describe, compare/contrast, explain) rather than recall of story or text elements.

Team discussion:

Preparing for discussion—questions to ask yourself:

- Do the questions (based in read-aloud texts in Kindergarten and Grade 1 integrate knowledge and ideas from multiple tasks?
- Do the questions (based in anchor texts in Grade 2 integrate knowledge and ideas from multiple tasks?
- Do questions and tasks require students to use information from multiple texts?
- Do the questions integrate knowledge and ideas from multiple texts (look at read-aloud texts in K-1)?
- Over the course of a whole year set of instructional materials, are identified elements moved from being directly taught to embedded in student work at the end of the year?
- Is support and guidance provided to teachers in supporting student’s literacy skills?
- How does the teacher know from student work (questions and tasks) if students understand the concepts of the components identified in each unit? (e.g. identifying and describing words and phrases to analyze story/text aspects; identifying the use of illustrations to describe story/text elements).

During the discussion:

- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/curriculum map materials.

Guidance for Indicator 2c

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2c. Materials contain a coherently sequenced set of text-based questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

- Discuss any evidence of progression of the skills within standards as they are laid out across the year's worth of instructional materials (and, if applicable, how the standard grows students' knowledge and skills across grades).
- Discuss all applicable questions from above.
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

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

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

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

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

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

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

Guidance for Indicator 2d

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2d. The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

What is the purpose of this indicator?

This indicator identifies one of the ways in which instructional materials support students' demonstration of knowledge and skills developed with ELA instruction. The questions and tasks, when answered/performed well (read: on standard level proficiency) by students, should indicate that the student will also be able to complete the culminating tasks.

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

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Standards](#) for Reading, Writing, Language, Speaking and Listening (pgs 10-14, pgs 18-27).
- Review CCSS [Appendix B](#) for sample for performance tasks (pgs. 28, 36, 53 61).

In the instructional materials being reviewed:

- Look at front matter of materials and read publisher directions and introduction to the culminating tasks (possibly called "projects;" may be embedded in the assessment materials as well). Be sure to attend to appendices and support materials for any "optional" culminating tasks.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation (e.g. how are culminating tasks increasing in rigor and demonstration of skills? Are culminating tasks more cognitively rigorous, do they take more time, are they "longer," etc.?)
- Look at culminating tasks in Kindergarten and Grade 1 based in read-aloud texts. Grade 2, especially later in the year, will contain culminating tasks based in anchor texts.
- Review student writing and speaking and research tasks for evidence of students' need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components at culminating sections. Also look at ongoing assessment design.
- and tasks that scaffold students' work to reach a culminating task.
- Identify WRITING (can include drawing in K-1) culminating tasks as well as SPEAKING culminating tasks.
- Note tasks that leverage students' use of *technology*.
- Identify culminating tasks that attend to students' development of *research* skills.

Team discussion:

Preparing for discussion—questions to ask yourself:

- Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?
- Do the tasks integrate knowledge and ideas from provided sources (including read-alouds in K-1)?
- Are questions provided prepare to students to complete a culminating task?
- Does the culminating tasks require students to demonstrate acquired knowledge (from read-alouds in K-1)?
- Do culminating tasks meet the intricacies of the grade level standards—for example, participate in shared research and writing, use a variety of digital tools, add drawings or other visual displays to descriptions?
- How does the teacher know from student work (questions and tasks) if students are "on track" to completing a culminating task? (what evidence is in the Teacher Edition to support this? Is there any direction for students in the Student Edition to attend to their development to meeting standard?)
- How are culminating tasks used over the course of the year long instructional materials (e.g. as assessments, as the next step in a learning progression)?
- Do culminating tasks allow students to demonstrate knowledge through integrated skills? (reading, writing, speaking, listening)

During the discussion:

Guidance for Indicator 2d

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2d. The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/curriculum map materials.
- Discuss how culminating tasks are used across the course of the year and across grade levels.
- Discuss all applicable questions from above.
 - Look for consensus about which indicators were met fully and partially.
 - Agree on final ratings.
 - Determine evidence to be included in the final report.

Scoring:

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

- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level.
- Culminating tasks provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics.
- Earlier questions and tasks will give the teacher usable information about student's readiness (or whether they are "on track") to complete culminating tasks.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level.
- Culminating tasks provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics.
- Earlier questions and tasks will give the teacher usable information about student's readiness (or whether they are "on track") to complete culminating tasks.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level.
- Culminating tasks provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics.
- Earlier questions and tasks will give the teacher usable information about student's readiness (or whether they are "on track") to complete culminating tasks.

Guidance for Indicator 2e

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2e. Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts.

What is the purpose of this indicator?

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

Opportunities to learn Tier II words are critical because Tier II words are often located in complex texts, but are not defined well by the context clues. When instructional materials note Tier II words for instruction, teachers can emphasize acquisition of the words for learning, which provides greater access to complex texts. Tier III words are content specific and more effectively learned through a coherent course of study (Appendix A).

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

Evidence collection:

Finding the evidence:

- Review the [Appendix A](#) for information about acquiring vocabulary (p. 32).
- Review [Language Standards](#) 4-6 about vocabulary acquisition and use in K-2 (p. 27).

In the instructional materials being reviewed:

- Look at 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 I, II, and III vocabulary.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of vocabulary skills across grades.

Team discussion:

Preparing for discussion—questions to ask yourself:

- How is vocabulary development attended to in everyday instruction? How is it identified in culminating tasks and assessments?
- Does instruction call for students to think about the meaning of words as opposed to memorizing definitions?
- Are any definitions provided in student-friendly language?
- Are word meanings taught with examples related to the text *as well as* examples from other contexts more familiar to students?
- 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 authentically?
- Is academic vocabulary repeated in a variety of contexts and used across texts?
- Are there opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts?

During the discussion:

- Share and discuss all evidence found in Teacher Edition, Student Edition, Scope and Sequence of vocabulary, vocabulary assessment, and curriculum map materials.

Guidance for Indicator 2e

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2e. Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts.

- How does this design to support vocabulary development build across grade levels?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

4 points: 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.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- 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.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- 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.

Guidance for Indicator 2f

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2f. Materials contain writing tasks and instruction which support students in building and communicating substantive understanding of topics and texts.

What is the purpose of this indicator?

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

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

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

Evidence collection:

Finding the evidence:

- Review the [CCSS Writing Anchor](#) standards.
- Review the [CCSS Writing standards](#) for the grade level materials being reviewed (p. 19).
- Review the [CCSS Writing standards](#) for the grades above and below the the grade being reviewed (pgs 19-20).

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

Kindergarten: W.K.3:

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

to 1st grade: W.1.3:

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

to 2 grade: W. 2. 3:

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

In the instructional materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look for teacher's edition materials that show a progression and/or distribution of writing types and skills.

Guidance for Indicator 2f

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2f. Materials contain writing tasks and instruction which support students in building and communicating substantive understanding of topics and texts.

- Look for indicators of new writing skills, practice activities, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Look in instructional sections promoting research writing and presentation skills.
- Identify support language/guidance around the integration of writing with reading.

Team discussion:

Preparing for discussion—questions to ask yourself:

- Do the materials include support for students' writing instruction for a whole year's worth of instruction engaging students with the grade level writing standards?
- Are writing lessons, tasks, and projects authentically integrated with reading, speaking, listening, and language?
- Do writing tasks and projects include learning, practice, and application of writing skills?
- Are the writing tasks and projects varied? Do they provide students with choices? How many are supported/connected to texts and/or text sets?
- Do teacher materials provide models, protocols, and plans to support implementation of the writing tasks, projects, and supports?
- Do the teacher materials include guidance or support for pacing of writing over shorter and extended periods of time appropriate to the grade level being reviewed?

During discussion:

- Share evidence of indicators.
- Are there quality writing assignments and tasks that span the whole school year?
- Is writing instruction aligned to the grade level standards?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

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

- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Writing instruction supports students' growth in writing skills over the course of the school year.
- Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Writing instruction supports students' growth in writing skills over the course of the school year.
- Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Writing instruction supports students' growth in writing skills over the course of the school year.
- Instructional materials include a variety of well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

Guidance for Indicator 2f

Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2f. Materials contain writing tasks and instruction which support students in building and communicating substantive understanding of topics and texts.

Guidance for Indicator 2g

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

Indicator 2g. Materials include a progression of focused shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

What is the purpose of this indicator?

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

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

Evidence collection:

Finding the evidence:

- Review the [CCSS Writing Anchor](#) standards.
- Review the [CCSS Writing standards](#) for the grade level materials being reviewed (p. 19).
- Review the [CCSS Writing standards](#) for the grades above and below the the grade being reviewed (pgs 19-20).

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

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

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

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

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

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

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

In the instructional materials being reviewed:

- Look at front matter of materials and read publisher directions and introduction to all research projects/sections.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of research skills across grades.
- Review the assessment materials for research-focused tasks (e.g. performance tasks, end of unit projects, cross-unit projects)

Team discussion:

Preparing for discussion—questions to ask yourself:

- Are research projects organized to scaffold students research and writing skills?
- Are research projects appropriate to the grade level standards?
- Are research opportunities provided throughout the year’s curricular materials?
- Is there explicit instruction in the research skills (an assignment with no direct instruction, how to write a sequence of instructions)?

Guidance for Indicator 2g

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

Indicator 2g. Materials include a progression of focused shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

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

During the discussion:

- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/ curriculum map materials.
- How does this design to support research skill development build across grade levels?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

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

- Research projects are sequenced across a school year to include a progression of research skills.
- Materials support teachers in employing projects that develop students' knowledge on a topic via provided resources.
- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, Language skills to synthesize and analyze per their grade level readings.
- Materials provide opportunities for both "short" and "long" projects across grades and grade bands.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Research projects are not sequenced across a school year to include a progression of research skills.
- Research projects are sequenced across a school year to include a progression of research skills.
- Materials support teachers in employing projects that develop students' knowledge on a topic via provided resources.
- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, Language skills to synthesize and analyze per their grade level readings.
- Materials provide opportunities for both "short" and "long" projects across grades and grade bands.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Research projects are sequenced across a school year to include a progression of research skills.
- Materials support teachers in employing projects that develop students' knowledge on a topic via provided resources.
- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, Language skills to synthesize and analyze per their grade level readings.
- Materials provide opportunities for both "short" and "long" projects across grades and grade bands.

Guidance for Indicator 2h

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

Indicator 2h. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

What is the purpose of this indicator?

Indicator 2h focuses on support to build students' reading abilities across a volume of work as they build knowledge and fluency. Beyond wide reading on a topic, volume of reading is critical to students' knowledge base and vocabulary. Students need practice building their perseverance to be able to navigate complex texts and those of varying lengths.

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

The materials should provide a plan for specific planning for student reading such as allotted time for independent time for reading of materials from the curriculum and allotted time for students reading self-selected texts.

Evidence collection:

Finding the evidence:

- Review the [CCSS ELA Reading Standard 10](#) (pgs 11, 13).
- Review the [Appendix B](#) for excerpts of listed complex texts.

In the instructional materials being reviewed:

- Look at materials and directions of the scope and sequence/curriculum mapping which highlights vertical articulation of reading skills.
- Look across units and chapters for guidance around how much/how many texts students should read to build their reading to develop skill and to increase their knowledge.
- Look in materials for opportunities for independent reading.
- Look in Teacher Edition for materials of suggested reading logs or journals, which service as student accountability.
- Review research projects and culminating tasks for suggested readings.

Team discussion:

Preparing for discussion—questions to ask yourself:

- Are opportunities to read organized with built in supports/scaffolds to foster independence?
- Are procedures for independent reading included in the lessons?
- Is there sufficient differentiation included to foster independence in all readers?
- 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?
- Do materials support students' reading across a wide volume of texts at grade level and at different levels within the band? Are texts at different levels on the same topic as those on grade level?
- What is the balance of in-class versus out-of-class time for reading independently?
- Is the volume of reading sufficient to foster perseverance?

During the discussion:

- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/curriculum map materials.
- Discuss how the suggested readings will grow students' independent reading skills and over the course of the school year.

Guidance for Indicator 2h

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

Indicator 2h. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

- Consider how the instructional materials articulate across the year: does the volume of reading increase? Does it become more rigorous?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

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

- Most texts are organized with built in supports/scaffolds to foster independence.
- Procedures are organized for independent reading included in the lessons.
- 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.
- Student reading materials span a wide volume of texts at grade levels (and at various lexile levels within the grade).
- There is an appropriate balance of reading in and outside of class.

2 points: Materials earning 2 points DO NOT meet ALL requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Most texts are organized with built in supports/scaffolds to foster independence.
- Procedures are organized for independent reading included in the lessons.
- 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.
- Student reading materials span a wide volume of texts at grade levels (and at various lexile levels within the grade).
- There is an appropriate balance of reading in and outside of class.

0 points: Materials earning 0 points DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Most texts are organized with built in supports/scaffolds to foster independence.
- Procedures are organized for independent reading included in the lessons.
- 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.
- Student reading materials span a wide volume of texts at grade levels (and at various lexile levels within the grade).
- There is an appropriate balance of reading in and outside of class.

K-2 ELA
Quality Instructional Materials Tool
Evidence Guides

GATEWAY 3

Indicators 3a-3e:

3a. Materials are well-designed and take into account effective lesson structure and pacing.

3b. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

3c. The student resources include ample review and practice resources, clear directions and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

3d. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

3e. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Evidence collection:**Finding the evidence:****3a and 3b**

- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher
 - Consider the days spent on lessons/activities versus assessments.
 - Examine the number of days recommended for re-teaching or extensions.
 - Are some lessons marked as optional or supplementary?
- Review lessons, student practice pages, and homework assignments.
- Review any teacher information provided on lesson purpose.
- Consider if there is too much or too little material. Students should be able to master ALL the grade-level standards by the end of the course.
- Use the questions below to gather evidence to inform the rating of these indicators:
 - Do the materials within the lesson allow students to learn at an appropriate pace for the given materials?
 - Are there any instances where the sequencing of assignments is haphazard in development?
 - Do the requirements of the lessons seem practical for teachers and students to complete in the suggested amount of time?

3c

- Review student, teacher, digital, and additional materials.
- Use the questions below to gather evidence to inform the rating of this indicator.
 - Do the student materials provide ample review and practice resources?
 - Are directions and explanations in student resources clear?

3d

- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.
- Review lessons, assessments, student practice pages, and homework assignments.
- Use the questions below to gather evidence to inform the rating of this indicator.
 - Is the alignment of each question, task, and assessment item provided?
 - Where is the alignment of each question, task, and assessment item found?

3e

- Examine the visual design and layout of teacher and student materials.
- Focus on the materials' visual appearance and ability to support student engagement.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning

Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

Team discussion:

Preparing for discussion—questions to ask yourself:

3a

- How are the lessons structured? How are the lessons sequenced?
- How much time is designated for each lesson?

3b

- This metric requires qualitative judgment; there is no exact number of days that is specified by the standards (e.g., every book does not need 180 lessons).
- Keep in mind that in a normal school year, instruction will not take place on each day due to re-teaching, assessment, field trips, etc.
- Consider if there is too much material or too little. Students should be able to master ALL the grade level standards by the end of the course.
- Be prepared to explain and justify your conclusion.
- Was there any information that you learned from the publisher's orientation that was valuable for this indicator? If so, include this information in the report.

3c

- What are the different types of review and practice resources?
- Do the student resources include directions and explanations?

3d

- Is documentation of the standards addressed by specific questions, tasks, and assessment items provided by the publisher?

3e

- What visual designs create student engagement? What visual designs distract students?

During discussion:

3a

- Discuss the structure of the lessons and the amount of time dedicated to activities and assessments.
- Note any instances of unnatural sequencing within student assignments.

3b

- Consider if there is too much material or too little. Students should be able to master ALL the grade level standards by the end of the course.

3c

- Discuss the types of review and practice resources provided in the student materials.
- Note any instances of unclear directions or explanations.

3d

- Discuss the documentation of standards provided by the publisher. Is documentation provided for all questions, tasks, and assessment items?

3e

- Discuss whether the visual design has a consistent layout in both the teacher and student materials. Note if the design is distracting or chaotic.

Scoring:

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

3a

- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning

Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

3b

- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c

- Student materials include ample review and practice resources.
- Student materials include clear directions and explanations, and reference aids are correctly labeled.

3d

- Alignment documentation is provided for all questions, tasks, and assessment items.

3e

- NOT SCORED

1 points: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

3a

- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

3b

- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c

- Student materials include ample review and practice resources.
- Student materials include clear directions and explanations, and reference aids are correctly labeled.

3d

- Alignment documentation is provided for all questions, tasks, and assessment items.

3e

- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

3a

- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

3b

- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c

- Student materials include ample review and practice resources.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning

Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

- Student materials include clear directions and explanations, and reference aids are correctly labeled.

3d

- Alignment documentation is provided for all questions, tasks, and assessment items.

3e

- NOT SCORED

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

Indicators 3f-3j:

3f. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

3g. Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

3h. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

3i. Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

3j. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Evidence collection:

Look at both print and digital (if accessible) teacher's materials for:

3f

- any overview sections and/or annotations that contain narrative information about the content and/or ancillary documents that will assist the teacher in presenting the student material. Also look for embedded technology links that will enhance the learning for all students.

3g

- annotations on how to present the information in the student editions to assist in full understanding of the standards and other supports that will assist a teacher in developing their own understanding allowing for seamless transitions of that knowledge to student learning.

3h

- chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses.

3i

- beginning sections of the entire book, unit, chapter, lesson that contains overview sections, teacher instruction pages, or ancillary supports that contain teacher instruction pages for any identified research-based strategies.

3j

- beginning sections of the entire book, unit, chapter, lesson that contains overview sections, teacher instruction pages, or ancillary supports that contain a narrative explanation of the content in each topic paying attention to key instruction that will inform others that may be assisting the child in their progress at school.

After you have located the needed materials in the teacher's and/or digital materials:

3f

- If technology support is embedded, it is overarching and accessible to most.
- Knowledge of content that is included is accurate and understandable and gives true assistance to all educators using the materials.

3h

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

- There is information given to allow for coherence, not just a single course above or below, but there are multiple course levels, if applicable, to allow a teacher to make prior connections and teacher for connections to future content.

Team discussion:

- Discuss the ease of finding the needed resources and the time commitment it would require to gather these resources to ensure that they would be useful.
- Discuss the level of support needed in questioning, timeline, content assistance, etc. to ensure the teacher has the needed material to prepare students for the upcoming course.

Scoring:

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

3f

- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g

- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h

- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.
- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i

- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j

- NOT SCORED

1 points: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g

- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h

- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i

- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j

- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g

- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h

- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.
- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i

- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j

- NOT SCORED

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

Indicators 3k-3n:
<p>3k. Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.</p> <p>3l. Materials offer ongoing formative and summative assessments.</p> <p> 3l.i Assessments clearly denote which standards are being emphasized.</p> <p> 3l.ii Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</p> <p>3m. Materials should include routines and guidance that point out opportunities to monitor student progress.</p> <p>3n. Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.</p>
What is the purpose of these indicators?
Evidence collection:
<p>Look at both print and digital (if accessible) teacher's materials for:</p> <p>3k</p> <ul style="list-style-type: none">• Review the materials to see if they provide a clear path to assess and monitor students' progress. <p>3li</p> <ul style="list-style-type: none">• Review materials to see if they clearly denote which standards are being assessed. <p>3lii</p> <ul style="list-style-type: none">• Review materials to see if rubrics and scoring guides can be used to assess the full meaning of the standards being assessed.• Review materials to see if they provide enough information for the teacher to fully interpret the students' performance.• Review materials to see if they provide follow-up steps/suggestions for the teacher.• Review materials to see if rubrics and scoring guides are easily understood. <p>3m</p> <ul style="list-style-type: none">• Review materials to see if they provide for ongoing review, practice, and feedback.• Review materials to see if the amount of ongoing review and practice is reasonable.• Review materials to see if there are there multiple strategies for providing feedback. <p>3n</p> <ul style="list-style-type: none">• Review the materials to see if they provide a clear path to assess and monitor students' independent reading.
Team discussion:
<p>Preparing for discussion—questions to ask yourself:</p> <p>3k</p> <ul style="list-style-type: none">• What types of assessments are included in the materials?• Do the assessments genuinely measure student progress? <p>3li</p> <ul style="list-style-type: none">• Does each assessment clearly indicate which standards are being emphasized? <p>3lii</p> <ul style="list-style-type: none">• Do the assessments include teacher guidance?• Do the assessments include suggestions for follow-up? <p>3m</p>

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

<div data-bbox="251 195 1404 367"><ul style="list-style-type: none">Do the materials include routines and guidance that point out opportunities to monitor student progress?<p>3n</p><ul style="list-style-type: none">Where did the materials indicate how students are held accountable for independent reading?<p>During discussion:</p><ul style="list-style-type: none">Explain the strategy/reasoning used as you collected evidence for these indicators. Share any generalizations that you noted as you looked at materials over the course of the series, with specific examples to support the generalizations.</div>
<div data-bbox="203 552 1404 1898"><p>Scoring:</p><p>2 points: Materials meet ALL of the requirements of this indicator.</p><p>3k</p><ul style="list-style-type: none">Materials provide regular and systematic assessment opportunities for assessment.Materials genuinely measure student progress.<p>3li</p><ul style="list-style-type: none">Materials include denotations of the standards being assessed in both types of assessments.<p>3lii</p><ul style="list-style-type: none">Materials include quality rubrics and scoring guides.Materials provide quality suggestions for follow-up.Rubrics and scoring guides can be used to assess the Standards to their full intent.Quality guidance for the teacher to interpret assessment data is provided.<p>3m</p><ul style="list-style-type: none">Materials include routines and guidance that point out opportunities to monitor student progress.<p>3n</p><ul style="list-style-type: none">NOT SCORED<p>1 points: Materials DO NOT meet ALL of the requirements of this indicator.</p><p>The materials are missing AT LEAST 1 of the following:</p><p>3k</p><ul style="list-style-type: none">Materials provide regular and systematic assessment opportunities for assessment.Materials genuinely measure student progress.<p>3li</p><ul style="list-style-type: none">Materials include denotations of the standards being assessed in both types of assessments.<p>3lii</p><ul style="list-style-type: none">Materials include quality rubrics and scoring guides.Materials provide quality suggestions for follow-up.Rubrics and scoring guides can be used to assess the Standards to their full intent.Quality guidance for the teacher to interpret assessment data is provided.<p>3m</p><ul style="list-style-type: none">Materials include routines and guidance that point out opportunities to monitor student progress.<p>3n</p></div>

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS

Criterion: Materials support teacher learning and understanding of the Standards.

- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

3k

- Materials provide regular and systematic assessment opportunities for assessment.
- Materials genuinely measure student progress.

3li

- Materials include denotations of the standards being assessed in both types of assessments.

3lii

- Materials include quality rubrics and scoring guides.
- Materials provide quality suggestions for follow-up.
- Rubrics and scoring guides can be used to assess the Standards to their full intent.
- Quality guidance for the teacher to interpret assessment data is provided.

3m

- Materials include routines and guidance that point out opportunities to monitor student progress.

3n

- NOT SCORED

Guidance for Indicators 3o-3r: Differentiated Instruction

Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

Indicators 3o-3r:	
3o. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.	
3p. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.	
3q. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	
3r. Materials provide opportunities for teachers to use a variety of grouping strategies.	
What is the purpose of these indicators?	
Evidence collection:	
Look at both print and digital (if accessible) teacher's materials for:	
3o	<ul style="list-style-type: none">• Be specific about strategies or materials provided for differentiated instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.• Variance in presenting the lessons is noted as it would apply to meeting the needs of a range of learners.
3p	<ul style="list-style-type: none">• Include evidence of differentiation for all special populations (ELL, other special populations).• Materials should include specific strategies for support, accommodations or modifications within the lessons or the assignments.• Vocabulary or concepts may include scaffolding for teachers to present the materials
3q	<ul style="list-style-type: none">• Collect examples of advanced students working at a greater depth with a standard.• Note any areas in the lessons or tasks where advanced work is substituted for the on-grade level work (where advanced students are not doing more tasks—but tasks with greater depth)
3r	<ul style="list-style-type: none">• Provide examples of the grouping strategies and ways the materials provide for interaction among students.
Team discussion:	
Preparing for and during discussion:	
3o	<ul style="list-style-type: none">• What is differentiated instruction, and what does it look like in lessons or in assignments?• Review teacher's guide, assessments, and other materials to find all possible places for noted instructional supports.• What is different between provided materials that are specific for differentiated instruction or the materials that are general notes about what "could be" implemented?
3p	

Guidance for Indicators 3o-3r: Differentiated Instruction

Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

- What are the needs of special populations? How can tasks be modified to ensure work is on grade level but accessible to special populations of students?
- What materials would help teachers provide lessons and concepts to help support these students?

3q

- What are the needs of advanced populations of students?
- How can on-grade-level concepts be investigated at a greater depth?

3r

- What group strategies might you find in instructional materials?

Scoring:

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

3o

- Specific strategies to meet the needs of all learners are included.

3p

- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q

- Materials provide multiple opportunities for advanced students to investigate the grade- level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r

- Materials provide many opportunities for teachers to use different grouping strategies

1 points: Materials DO NOT meet ALL of the requirements of this indicator.

The materials are missing AT LEAST 1 of the following:

3o

- Specific strategies to meet the needs of all learners are included.

3p

- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q

- Materials provide multiple opportunities for advanced students to investigate the grade- level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r

Guidance for Indicators 3o-3r: Differentiated Instruction

Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

- Materials provide many opportunities for teachers to use different grouping strategies

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

The materials are missing ALL of the following:

3o

- Specific strategies to meet the needs of all learners are included.

3p

- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q

- Materials provide multiple opportunities for advanced students to investigate the grade-level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r

- Materials provide many opportunities for teachers to use different grouping strategies

Guidance for Indicators 3s-3v: Effective Technology Use

Criterion: Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Indicators 3s-3v:	
<p>3s. Digital materials (either included as a supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.</p> <p>3t. Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.</p> <p>3u. Materials can be easily customized for individual learners.</p> <p>3u.i Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.</p> <p>3u.ii Materials can be easily customized for local use.</p> <p>3v. Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars, etc.).</p>	
What is the purpose of these indicators?	
Evidence collection:	
	<ul style="list-style-type: none">Review all instructional materials in the core grade-level program, including the Teacher Edition/ Guide(s), assessments, and any supplemental materials to find all integrations of instructional technology.Review both professional resources for teachers and resources and materials for students.Consider how technology is integrated with program materials to enhance student learning.Use the questions below to gather evidence to inform the rating of these indicators:
3s	<ul style="list-style-type: none">Are any instructional technology resources web-based and compatible with multiple internet browsers (e.g., Chrome, Safari, Internet Explorer, Firefox)?Are materials accessible on both Windows and Apple platforms?Do student resources (including assistive technology for students with disabilities) work on tablets and other mobile devices as well as laptops or desktop computers?
3t	<ul style="list-style-type: none">Do digital materials enhance student learning? Do digital materials draw attention to evidence and texts when appropriate?
3ui	<ul style="list-style-type: none">Are teachers able to manipulate or construct learning experiences for students?Can digital materials be differentiated based on individual students’ needs?
3uii	<ul style="list-style-type: none">Are teachers able to customize digital materials for local use (student and/or community interests)?
3v	<ul style="list-style-type: none">Do the digital materials provide opportunities for online collaboration? Is this collaboration between teacher and student? Or student to student? (e.g., discussion groups, webinars, e-mail messaging)

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Team discussion:
<ul style="list-style-type: none">• Be able to explain the strategy/reasoning used as you collected evidence for this indicator.• Be able to share any generalizations formulated while reviewing grade-level materials, with specific examples to support the generalizations
Scoring:
Note: None of these indicators are scored. Only qualitative evidence is provided.