



**3-8 ELA**  
**Quality Instructional Materials Tool**

**Evidence Guides**

Updated 8/30/2016

### 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 are of publishable quality and worthy of especially careful reading include a mix of informational texts and literature, and consider a range of student interests.

#### What is the purpose of this indicator?

This indicator, along with the other indicators of Gateway 1, determine 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.

Quality text is rich in language, engaging, grade-level appropriate, and relevant. It encompasses universal and multiple multicultural themes that are timeless and 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 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).

#### 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 physical 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 Standards](#).
- Review the [Appendix A](#) of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the [Appendix B](#) for excerpts of listed texts below and review the text complexity, quality and range.

##### In the instructional materials being reviewed:

- Review the Table of Contents to identify the anchor texts.
- "Anchor texts" are defined as those texts used as core to instruction. Texts identified as "supplemental" or "optional" are not considered core texts.
- Read through anchor texts and accompanying teacher resources outlining them.
- Review the Appendix, Teacher Resource, or other source for text complexity analysis and rationale on provided texts.

#### Team discussion:

##### Preparing for discussion—questions to ask yourself:

- Do the anchor texts reflect a balance of informational and literary reading selections?
- Do the anchor texts reflect a variety of genres, including poetry, short stories, dramas, and novels?
- 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 themes?

### 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 are of publishable quality and worthy of especially careful reading include a mix of informational texts and literature, and consider a range of student interests.

- Do most anchor texts provide rich characterizations (v. one-dimensional characters)?
- 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?

#### During the discussion:

- Is the balance of informational and literary reading selections appropriate for the grade-level?
- 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 themes were included in the materials?
- Which texts included one-dimensional characters?
- Are there anchor texts that are not of publishable quality?
- 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:

- Anchor texts in the majority of chapters/units and across the year long curriculum are of publishable quality. Anchor texts consider a range of student interests.
- Anchor texts are well-crafted and content rich, engaging students at the grade level for which they are placed.

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

The following statements may apply:

- Some anchor texts are not of quality, which would require revision or supplements in order to ensure consistent quality.
- Year-long materials do not consistently include texts that are of quality and worthy of especially careful reading.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Most anchor texts are not of publishable quality and/or not at appropriate text complexity for the grade.

**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.

<b>What is the purpose of this indicator?</b>
<p>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. The texts and/or text sets show how materials build in complexity throughout the year and across grade levels.</p> <p>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.</p>
<b>Research or Common Core connection:</b>
<p>“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.</p> <p>In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.” (<a href="#">CCSS Website</a>)</p>
<b>Evidence collection:</b>
<p><b>Finding the evidence:</b></p> <ul style="list-style-type: none"><li>● Review the CCSS ELA Appendix B for excerpts of listed texts below (See p. 31 of the standards for details on how literature and informational texts are defined.)</li><li>● Review the instructional materials Table of Contents for literary and informational texts.</li><li>● Review the literary and informational texts that anchor the year’s worth of curriculum.</li><li>● Identify the balance of literary and informational texts (50/50 at K-5).</li><li>● Review the Appendix, Teacher Resource or other source for text complexity analysis and rationale on provided texts.</li></ul>
<p style="text-align: center;"><b>Grade 3</b></p> <p><a href="#">CCSS.ELA-LITERACY.RL.3.10</a></p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently</p>

**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.

**CCSS.ELA-LITERACY.RI.3.10**

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

**Grade 4**

**CCSS.ELA-LITERACY.RL.4.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.RI.4.10**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 5**

**CCSS.ELA-LITERACY.RL.5.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CCSS.ELA-LITERACY.RI.5.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**Grade 6**

**CCSS.ELA-LITERACY.RL.6.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.RI.6.10**

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 7**

**CCSS.ELA-LITERACY.RL.7.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.RI.7.10**

**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.

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Grade 8**

**CCSS.ELA-LITERACY.RL.8.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**CCSS.ELA-LITERACY.RI.8.10**

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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

**During discussion:**

- Is the balance of informational and literary reading selections appropriate for the grade level?
- Do high quality texts span the appropriate genres for the grade level?
- Is any information missing?
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

**Scoring:**

**4 points:**

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

**2 point:**

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

**0 points:**

**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.

- Materials do not reflect the distribution of text types and genres required by the 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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

<b>Indicator: What is the purpose of this indicator?</b>	
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.  To identify text complexity, we use a three-step process. First, identify that the quantitative measure of the text falls within the grade band. Second, identify the qualitative features of the text. Third, identify the associated tasks and reader considerations. The composite of these three evaluations makes up the determination of text complexity.	
<b>Research or Common Core connection:</b>	
“...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).	
<b>Evidence collection:</b>	
<b>Finding the evidence:</b> <ul style="list-style-type: none"><li>● Review the Table of Contents for anchor texts.</li><li>● 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.</li><li>● Look in the Teacher Edition and Student Edition for guidance around students’ engagement with texts at independent, challenge, or complex levels (language may differ).</li><li>● Look for evidence of texts’ quantitative level (use associated metrics and check bands).</li><li>● Look for evidence of texts’ qualitative level (see QUALITATIVE rubrics).</li><li>● Following are samples from the CCSS ELA to consider as well.</li></ul>	
<b>Grade 3</b> <a href="#">CCSS.ELA-LITERACY.RL.3.10</a> By the end of the year, read and comprehend	<b>Text Complexity</b> Texts increase over the course of the year in reading levels starting in this range and building through the year.



**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

<p>literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently</p> <p><b>CCSS.ELA-LITERACY.RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>starting in the range 450–790, and building</li> </ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"> <li><i>The Stories Julian Tells</i> By Ann Cameron (1998)</li> <li><i>Amos &amp; Boris</i> by William Steig (1971)</li> <li><i>My Father’s Dragon</i> By Ruth Stiles Gannett (2005)</li> <li>“Grandpa’s Stories” By Langston Hughes</li> </ul> <p><b>Informational Examples</b></p> <ul style="list-style-type: none"> <li><i>A Medieval Feast</i> by Aiki (1983)</li> <li><i>From Seed to Plant</i> by Gail Gibbons (1991)</li> <li><i>The Story of Ruby Bridges</i> by Robert Coles (1995)*</li> <li><i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997)</li> <li><i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)</li> </ul>
<p><b>Grade 4</b></p> <p><b>CCSS.ELA-LITERACY.RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCSS.ELA-LITERACY.RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently,</p>	<p><b>Text Complexity</b></p> <p>Texts increase over the course of the year in reading levels starting in this range and building through the year.</p> <ul style="list-style-type: none"> <li>starting in the range 770–980, and building</li> </ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"> <li><i>Alice’s Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>“Casey at the Bat” by Ernest Lawrence Thayer (1888)</li> <li><i>The Black Stallion</i> by Walter Farley (1941)</li> </ul>

**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

<p>with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>● “Zlateh the Goat” by Isaac Bashevis Singer (1984)</li> <li>● <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul> <p><b>Informational Examples</b></p> <ul style="list-style-type: none"> <li>● <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>● <i>Hurricanes: Earth’s Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>● <i>A History of US</i> by Joy Hakim (2005)</li> <li>● <i>Horses</i> by Seymour Simon (2006)</li> <li>● <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>
<p style="text-align: center;"><b>Grade 5</b></p> <p><b>CCSS.ELA-LITERACY.RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p><b>CCSS.ELA-LITERACY.RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p style="text-align: center;"><b>Text Complexity</b></p> <p>Texts increase over the course of the year in reading levels starting in this range and building through the year.</p> <ul style="list-style-type: none"> <li>● starting in the range and building 770–980</li> </ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"> <li>● <i>Alice’s Adventures in Wonderland</i> by Lewis Carroll (1865)</li> <li>● “<i>Casey at the Bat</i>” by Ernest Lawrence Thayer (1888)</li> <li>● <i>The Black Stallion</i> by Walter Farley (1941)</li> <li>● “<i>Zlateh the Goat</i>” by Isaac Bashevis Singer (1984)</li> </ul>

**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

	<ul style="list-style-type: none"> <li>● <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)</li> </ul> <p><b>Informational Examples</b></p> <ul style="list-style-type: none"> <li>● <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992)</li> <li>● <i>Hurricanes: Earth’s Mightiest Storms</i> by Patricia Lauber (1996)</li> <li>● <i>A History of US</i> by Joy Hakim (2005)</li> <li>● <i>Horses</i> by Seymour Simon (2006)</li> <li>● <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)</li> </ul>
<p style="text-align: center;"><b>Grade 6</b></p> <p><b>CCSS.ELA-LITERACY.RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCSS.ELA-LITERACY.RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p style="text-align: center;"><b>Text Complexity</b></p> <p>Texts increase over the course of the year in reading levels starting in this range and building through the year.</p> <ul style="list-style-type: none"> <li>● starting in the range 955–1155, and building</li> </ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"> <li>● <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>● <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>● “<i>The Road Not Taken</i>” by Robert Frost (1915)</li> <li>● <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>● <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>● <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul>

**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

	<p><b>Informational Examples</b></p> <ul style="list-style-type: none"><li>• “Letter on Thomas Jefferson” by John Adams (1776)</li><li>• <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li><li>• “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</li><li>• <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li><li>• <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li></ul>
<p><b>Grade 7</b> <b>CCSS.ELA-LITERACY.RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CCSS.ELA-LITERACY.RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Text Complexity</b> Texts increase over the course of the year in reading levels starting in this range and building through the year.</p> <ul style="list-style-type: none"><li>• starting in the range 955–1155, and building</li></ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"><li>• <i>Little Women</i> by Louisa May Alcott (1869)</li><li>• <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li><li>• “The Road Not Taken” by Robert Frost (1915)</li><li>• <i>The Dark Is Rising</i> by Susan Cooper (1973)</li><li>• <i>Dragonwings</i> by Laurence Yep (1975)</li><li>• <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li></ul> <p><b>Informational Examples</b></p>

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	<ul style="list-style-type: none"> <li>• “Letter on Thomas Jefferson” by John Adams (1776)</li> <li>• <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li> <li>• “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</li> <li>• <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li> <li>• <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li> </ul>
<p style="text-align: center;"><b>Grade 8</b></p> <p><b>CCSS.ELA-LITERACY.RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p><b>CCSS.ELA-LITERACY.RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p style="text-align: center;"><b>Text Complexity</b></p> <p>Texts increase over the course of the year in reading levels starting in this range and building through the year.</p> <ul style="list-style-type: none"> <li>• starting in the range 955–1155, and building</li> </ul> <p><b>Literature Examples</b></p> <ul style="list-style-type: none"> <li>• <i>Little Women</i> by Louisa May Alcott (1869)</li> <li>• <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876)</li> <li>• “The Road Not Taken” by Robert Frost (1915)</li> <li>• <i>The Dark Is Rising</i> by Susan Cooper (1973)</li> <li>• <i>Dragonwings</i> by Laurence Yep (1975)</li> <li>• <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)</li> </ul> <p><b>Informational Examples</b></p> <ul style="list-style-type: none"> <li>• “Letter on Thomas Jefferson” by John Adams (1776)</li> </ul>

**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

	<ul style="list-style-type: none"><li>● <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845)</li><li>● “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940)</li><li>● <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955)</li><li>● <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)</li></ul>
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**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 GL work?
- Are there any texts (and associated tasks) that seem above or below the grade level?

**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?
- If students work with these texts and tasks over the course of the school year, will they be supported to achieving grade level fluency? 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.

**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 have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.

<b>Scoring:</b>
<b>2 points:</b> <b>All of the criteria has been met in the instructional materials:</b> <ul style="list-style-type: none"><li>• Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</li><li>• Anchor texts are placed at the appropriate grade level.</li></ul>
<b>1 point:</b> <ul style="list-style-type: none"><li>• Many texts do not have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</li><li>• Anchor texts are not placed at the appropriate grade level.</li></ul>
<b>0 points:</b> <ul style="list-style-type: none"><li>• Texts do not have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</li></ul>

### 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.

1d. The complexity of texts students read builds. 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 and the design of instruction with those texts and text sets.

This indicator identifies the organization/ placement of texts in general, showing how texts are arranged, so students will encounter opportunities building to independent reading at the end of the school year as outlined by the standards themselves. Texts should not "stair-step." 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.

#### Research or Common Core connection:

"In the CCSS, qualitative measures serve as a necessary complement to quantitative measures, which cannot 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" (CCSS Appendix A New Research on Text Complexity, p. 8).

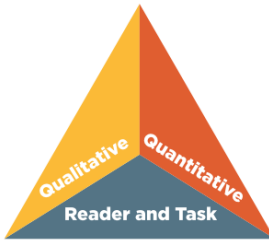


Figure 1: The Standards' Model of Text Complexity

#### Evidence collection:

##### Finding the evidence:

- Review the CCSS ELA Anchor 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.
- 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.

##### 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."



### **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.

#### **1d. The complexity of texts students read builds. Series of texts should be at a variety of complexity levels.**

- 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 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 text sets providing grade level material that increases when sequenced over the course of the school year?
- What supplementary/ text set 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 first quarter to his/her experience with text in the last quarter.
- 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:**

- Which texts are out of order in the sequencing of advancing the reading levels?
- 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:**

- The complexity of anchor texts students read provides an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth.
- The complexity of anchor texts support students' proficiency in reading independently at grade level at the end of the school year.
- Series of texts include a variety of complexity levels.

**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.

1d. The complexity of texts students read builds. Series of texts should be at a variety of complexity levels.

**2 points: Materials earning 2 points do not meet all the requirements of this indicator. The following statements may apply:**

- The complexity of texts students read does not increase across the school year to encompass a whole grade level's worth of growth but does show a marked increase in complexity.
- There may not be a variety of complexity levels in series of texts.
- Text complexity varies over the year without a coherent structure.

**0 points:**

- Texts do not increase in complexity across a school year.
- There is not a variety of complexity across texts in a school year.

**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 and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.

<b>What is the purpose of this indicator?</b>
This indicator identifies guidance to support teachers as they plan to employ the instructional materials for their students. Instructional materials can be used with more 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.
<b>Research or Common Core connection:</b>
“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).
<b>Evidence collection:</b>
<b>Finding the evidence:</b> <ul style="list-style-type: none"><li>● Review the <a href="#">Appendix A</a> of the CCSS ELA, focusing on the research and guidance around text complexity.</li><li>● Review the <a href="#">Supplemental Information for Appendix A: New Research on Text Complexity</a>.</li></ul>
<b>In the instructional materials being reviewed:</b> <ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● Note that different quantitative measures may be used, as well as different wording regarding qualitative measures and reader/task considerations. However, all three components should be identified as part of the rationale.</li><li>● Look for the presences of rationale, suggested use, and possible professional learning supports.</li></ul>
<b>Team discussion:</b>
<b>Preparing for discussion:</b> <ul style="list-style-type: none"><li>● Is there an analysis of anchor texts, series of texts, and text sets for the year-long grade level materials?</li><li>● Does the analysis use the appropriate metrics for the grade level (quantitative, qualitative, and reader/task consideration)?</li><li>● Does the analysis consider text complexity and increasing rigor (mentioned in indicators 1c and 1d)?</li><li>● Is the analysis and support useful to teachers in planning?</li><li>● Does the analysis include reference to research- and evidence-based best practices for increasing students’ reading skills?</li></ul>
<b>During discussion:</b> <ul style="list-style-type: none"><li>● Identify evidence of analysis and rationale.</li><li>● Does the analysis/rationale provided coherently and comprehensively explain how texts were chosen for the</li></ul>

**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 and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.

grade level and students?

- Is any information missing or weak?
- 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:**

- Anchor texts and series of texts connected to them are accompanied by a text complexity analysis.
- A rationale for educational purpose and placement in the grade level.
- Analysis includes correct information.

**1 point: Materials earning 1 point do not meet all requirements of this indicator.**

**The rationale is missing one or more of the following elements:**

- Anchor text analysis
- Series of text analysis
- Rationale for educational purpose and placement in the grade level.
- Correct information

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator.**

**The following statements may apply:**

- Materials do not include an analysis explaining text choices and complexity levels.
- Text complexity analysis is incorrect according to CCSS definition of discerning text complexity.

**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 texts to achieve grade level reading.

<b>What is the purpose of this indicator?</b>
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 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.
<b>Research or Common Core connection:</b>
From the CCSS ELA: <i>Note on range and content of student reading</i> "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."
<b>Evidence collection:</b>
<b>Finding the evidence:</b> <ul style="list-style-type: none"> <li>Review the CCSS ELA Anchor Standards for Reading.</li> <li>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.</li> </ul> <b>In the instructional materials being reviewed:</b> <ul style="list-style-type: none"> <li>Review all materials for texts identified, suggested, and promoted as guided or independent reading: Basal reader, anchor texts, guided readers, chapter books, variety of genres, and short &amp; long passages.</li> <li>Review texts and text sets for range of content and topics.</li> </ul>
<b>Team discussion:</b>
<b>Questions to think about before discussion:</b> <ul style="list-style-type: none"> <li>What is the amount of instructional time allocated for students read a breadth of texts on various topics?</li> <li>What is the amount of instructional time allocated for students to read a large quantity of texts?</li> <li>How are more challenging text suggested to students in the curriculum map?</li> <li>How are remedial and/or support texts suggested to students in the curriculum map?</li> <li>How are opportunities for student choice provided?</li> <li>How do instructional materials specifically discuss <i>range and volume</i> of reading? Consider whole texts, partial texts, and text sets.</li> <li>How do the materials attend to accountability for progress monitoring/ ensuring students are developing independence toward grade level at the end of the school year?</li> </ul>

### **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 texts to achieve grade level reading.

- Do the materials include any tools or supports for students to self-track/self identify their own growth? Consider in 3-8 tools for the teacher to encourage self-tracking for students.

#### **During discussion:**

- Share evidence of indicators.
- 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:**

- Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of texts to become independent readers at the grade level.
- Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- Materials include a mechanism for teachers and/or students to monitor progress toward grade level independence.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator.**

**The following statements may apply:**

- Instructional materials list opportunities for students to engage in reading a variety of texts to become independent readers at the grade level.
- Instructional materials list opportunities for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- Materials suggest teachers and/or students monitor progress toward grade level independence.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator.**

**The following statements may apply**

- Instructional materials do not clearly identify opportunities and supports for students to engage in reading a variety of texts to become independent readers at the grade level.
- Instructional materials do not clearly identify opportunities and supports for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- Materials do not include a mechanism for teachers and/or students to monitor progress toward grade level independence.

### 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-specific and require 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 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).

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 and text sets should be specific to the text (i.e., not “generic” questions that could be asked about any text).

#### Research or Common Core connection:

“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 [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 questions and tasks.
- Review tasks and questions associated with texts, text sets, chapters/units.
- 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:

##### Preparing for discussion—questions to ask yourself:

- Are 80% or more of the questions and tasks connected to texts text-dependent and/ or specific? Do they require careful reading?
- Do these questions and tasks support students in drawing on textual evidence to support their learning of explicit and inferences in a text or text set?
- Do questions and tasks require readers to produce evidence from texts to support claims (writing, speaking)?

##### During discussion:

**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-specific and require 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).

- 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:**

- Instructional materials include questions, tasks, and assignments that are text-dependent over the course of a school year.
- Text-dependent 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 receiving one point do not meet all the requirements of this indicator. The following statements may apply:**

- Less than 80% questions, tasks, and assignments are text-dependent over the course of a school year.
- Text-dependent questions, tasks and assignments do not consistently support students' literacy growth over the course of the school year.
- Teacher materials provide some but not complete support for planning and implementation of text-dependent writing, speaking, and activities.

**0 points: Materials receiving 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- A minority of questions, tasks, and assignments are text-dependent.
- Series of text-dependent questions do not grow in complexity OR do not build literacy skills.
- There is no teacher guidance for implementation of text-dependent questions and tasks.



### 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-dependent questions and activities that build to a culminating task that integrates skills to demonstrate understanding.

#### 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-dependent 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 of learning, where sequences of high-quality text dependent questions, activities, and tasks are synthesized by students into an integrated production of speaking and/or writing. Texts, discussion and assignment are arranged so that 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 research as well as through writing.

#### 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 [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 questions and tasks and their associated culminating projects and tasks.
- Review culminating tasks and activities that anchor chapters, units, and/or topics. Consider different kinds of tasks and size of tasks such as writing tasks, presentations, dramatizations, 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-dependent 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?

### 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-dependent questions and activities that build to a **culminating task that integrates skills to demonstrate understanding.**

- 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?

#### 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:

- Culminating tasks of quality are evident across a year's worth of material. Tasks are supported with coherent sequences of text-dependent questions and tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and writing.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Culminating tasks are not wholly related to coherent sequences of text-dependent questions and tasks.
- Culminating tasks and projects do not occur across the year's worth of instructional materials.
- Culminating tasks are not differentiated over the year; instead, they repeat one or two tasks only.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Culminating tasks are not related to coherent sequences of text-dependent questions and tasks; they may be completed without understanding of the text.
- Materials do not provide a year's worth of culminating tasks to support and demonstrate student learning.
- Culminating tasks are not differentiated 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 groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

<b>What is the purpose of this indicator?</b>
<p>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.</p> <p>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, Speaking and Listening Standard 6 in grades 5-8 specifically supports students’ abilities to “adapt speech to a variety of contexts and communicative tasks...”</p> <p>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 year-long evidence to support the “Comprehension and Collaboration” standards in the Speaking and Listening section around the use of academic language and syntax.</p>
<b>Research or Common Core connection:</b>
<p>“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 &amp; Pimental, 2012, p. 4).</p>
<b>Evidence collection:</b>
<p><b>Finding the evidence:</b></p> <ul style="list-style-type: none"><li>● Review the <a href="#">CCSS ELA Anchor Standards in Speaking and Listening</a>.</li><li>● Review the <a href="#">CCSS ELA Standards in Language</a>.<ul style="list-style-type: none"><li>○ Specifically look at L.1 and L. 3.</li></ul></li><li>● Review <a href="#">Appendix A</a> of CCSS ELA, focusing on the research around speaking and listening, language, and vocabulary.</li></ul> <p>In the Instructional Materials being reviewed:</p> <ul style="list-style-type: none"><li>● Look in table of contents, appendices, and core supports for sections/ guidance around how students will use discussions and speaking and listening.</li><li>● Attend to speaking and listening/discussion lessons that specifically identify academic vocabulary and syntax.</li><li>● Look in the introductory materials for specific methodology and information about how the materials employ speaking and listening skills.</li></ul>

**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 groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

- 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, and the school year to engage in evidence based discussions (e.g. “share your examples with a classmate” or other sentence starters).
- Models and examples are provided for students to practice building their speaking skills and are grade level appropriate. (e.g. 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:****Questions to ask yourself prior to discussion:**

- How many texts are supported with questions and prompts that promote evidence-based discussions? Are discussions and speaking/questioning prompts accompanied by a year-long 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:**

**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 groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

- Materials provide multiple opportunities and protocols for evidence based discussions across the whole year’s scope of instructional materials, including support for teachers to identify students struggling with these skills.
- 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 the requirements of this indicator. The following statements may apply:**

- Materials provide some opportunities and protocols for evidence based discussions that incorporate academic vocabulary and syntax.
- Materials are not robust across the full school year and/or do not include multiple options (rather, few different protocols are included).
- Teacher implementation support/instructions is present but limited, and/or there is minimal guidance for teachers to support students struggling with these skills.
- Some materials are not at grade level.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Materials provide few or no questions or supports for evidence-based discussions.
- Materials provide weak/few or no prompts or protocols for discussions that encourage modeling and use of academic vocabulary and syntax.
- There is no teacher implementation and/or materials do not provide a year’s worth of instructional opportunities.
- Materials are not at grade level.

**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 and researching (including presentation opportunities) with relevant follow-up questions and evidence.

<b>What is the purpose of this indicator?</b>
<p>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. They understand how to prepare for engagements with groups as active participants.</p> <p>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 information they have summarized and synthesized and present research they have individually and/or in groups conducted. Speaking and listening work should be embedded across the year's instruction, rather than only appear as culminating or "stand alone" tasks.</p> <p>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: Comprehensive &amp; Collaboration and Presentation of Knowledge and Ideas.</p>
<b>Research or Common Core connection:</b>
<p>“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).</p>
<b>Evidence collection:</b>

### 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 and researching (including presentation opportunities) with relevant follow-up questions and evidence.

#### 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. the 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 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?
- How do lessons (and/or culminating tasks) incorporate students' demonstrations or presentations to show what they are learning through reading and researching?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?
- How do materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

##### 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?
- 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:

- Speaking and listening instruction is applied frequently over the course of the school year and includes

### **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 and researching (including presentation opportunities) with relevant follow-up questions and evidence.

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, including teacher guidance to support students who may struggle.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied speaking and listening opportunities
- Speaking and listening work requires students to marshal evidence from texts and sources.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator.**

**The following statements may apply:**

- Sections and lessons supporting speaking and language standards are present, but lacking directions and support for implementation in the classroom.
- Speaking and listening instruction does not increase in rigor over the school year and/or is below grade level.
- Most speaking and listening activities are not connected to texts students are reading or researching.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Speaking and listening activities are few and do not span the course of a school year.
- Materials supporting speaking and listening are repetitive or "de minimis" or optional, rather than assured in the instructional materials.
- Speaking and listening activities are not connected to texts students are reading or researching.



### 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 writing (e.g. multiple drafts, revisions over time) 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. 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. To support students' literacy development in writing, materials must provide ample time and tasks to build these skills.

#### Research or Common Core connection:

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.
- 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 in the Teacher's Edition for 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's 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.

Indicator 1k

### 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 writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

#### 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?
- 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?
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

#### Scoring:

##### 2 points:

- 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/or edit are provided.
- Materials include digital resources where appropriate.
- Writing tasks and projects are aligned to the grade level standards being reviewed.

##### 1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:

- Materials do not provide students opportunities across the year to engage in a mix of both on-demand and process writing.
- Some opportunities for students to revise and/or edit are provided.
- Materials include some short and some longer writing tasks and projects.
- Some writing tasks and projects are not aligned to the grade level standards being reviewed.

##### 0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:

- Materials do not include a mix of both on-demand and process writing.

Indicator 1k

**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 writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

- Few or no opportunities for students to revise and/or edit are provided.
- Writing tasks and assignments included do not cover the course of a whole school year.
- Writing tasks and assignments are not aligned to grade level standards.

### Guidance for Indicator 11

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

Indicator 11. Materials provide opportunities for students to address different text types of writing 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 genres and modes of writing that the standards require for 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 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 the [CCSS Writing standards \(anchor standards\)](#).
- Review the CCSS Writing standards for the grade level materials being reviewed.
- 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 specific distribution of genres and types of writing required by the grade level standards:
- Materials should place an increased focus on argument and informative writing in the following proportions:
  - Grade 4: To Persuade 30%, To Explain 35%, To Convey Experience 35%
  - Grade 8: To Persuade 35%, To Explain 35%, To Convey Experience 30%.
- Alternately, they may reflect blended forms in similar proportions (e.g., expository and opinion).

##### In the Instructional Materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing

## Guidance for Indicator 11

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

Indicator 11. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

instruction is outlined.

- Look for different genres/modes 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's Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, guide writing, writing stems or cloze practice activities, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Identify student rubrics and checklists.
- Look for Teacher's Edition materials that show exemplars and student samples.

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

- Do the materials include a range of genres/modes of writing appropriate for the grade level?
- 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 provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes 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).

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Materials provide opportunities for students to learn, practice, and apply some genres/modes of writing, but

### **Guidance for Indicator 11**

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

Indicator 11. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

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. The following statements may apply:**

- Materials do not provide year-long supports for student writing tasks and opportunities and/or
- 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 frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear 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 are asked to use their writing to analyze and synthesize sources, as well as to present careful analyses, well-defended claims, and clear information. Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analyses, well-defended claims, and clear information.

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 the [CCSS Writing standards \(anchor standards\)](#).
- Review the CCSS Writing standards for the grade level materials being reviewed.
- 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 and Speaking & 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 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's 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

### 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 frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information appropriate for the grade level.

the instruction and text-dependent 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?
- What kinds of writing are used with opportunities that support integrating reading as well? There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions or prompts that ask students to go beyond the text.
- Are writing opportunities (and instruction) embedded in daily curriculum, or are they stand-alone, decontextualized activities and exercises?
- How much instructional support is available for teachers to guide students' understanding of developing ideas, building components of structured writing (e.g. paragraphs, introductions, conclusions, etc.) as well as integrating evidence from texts and other sources?
- Do materials support opportunities for students to revise and build on new learnings?
- Do writing tasks and projects increase in rigor over time?

##### During discussion:

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



### **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 frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information appropriate for the grade level.

- Materials provide opportunities that build students' writing skills over the course of the school year.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Materials provide some opportunities for students to learn, practice, and apply writing using evidence.
- Writing opportunities may support students' developing claims, but are mostly decontextualized and/or disconnected from texts and sources.
- Materials do not include writing opportunities that build skills over the course of the school year OR materials repeat only a few writing opportunities.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Materials do not provide opportunities for students to learn, practice and apply writing using evidence.
- Few or no opportunities are connected to reading texts and sources to develop analyses and claims.
- Writing opportunities do not build skills over the course of the school year.
- Materials include very weak or omit writing opportunities.

### 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 standards for 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 and/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 grades 3-8.
- 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's Edition materials that support teachers in monitoring students' Language standards development.

#### 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)?

### 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 standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

#### 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:

##### 2 points:

- Materials include explicit instruction of 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 point do not meet all the requirements of this indicator. The following statements may apply:**

- Materials include some explicit instruction of some grammar and convention standards, but some are omitted and/or are not provided at the appropriate grade level.
- Grammar and convention instruction is not provided in a sequence of increasingly sophisticated contexts over the course of the year.
- Opportunities for students to demonstrate some application of skills in context, but are weak.
- Opportunities for students to demonstrate some application of skills out of context, but are weak.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Materials may include some explicit instruction of some grammar and convention standards, but some are omitted and/or are not provided at the appropriate grade level.
- Grammar and convention instruction is not provided in a sequence of increasingly sophisticated contexts over the course of the year.
- Opportunities for students to demonstrate application of skills in context, but are weak or omitted.
- Opportunities for students to demonstrate application of skills out of context are weak or omitted.

**Guidance for Indicator 1o.**

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

Indicator 1o. Materials, questions, and tasks address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression.

<b>What is the purpose of this indicator?</b>
<p>This indicator, along with indicators 1p and 1q, 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.</p> <p>This indicator focuses on the necessity of including the foundational skills in the materials. Materials require engaging lessons and ample activities and practice addressing foundational skills since these are the backbone of learning to read, write, speak, and listen. Materials demonstrate a research-based scope and sequence of best practices for teaching phonics and word recognition, which allow for flexibility.</p>
<b>Research or Common Core connection:</b>
<p>“...there is broad agreement in the research that emphasizes the importance of knowing how to decode and understand affixed words, especially as students move into more complex reading in the content areas of social studies and science” (Hendricks &amp; Rinsky, 2007, p. 113).</p>
<b>Evidence collection:</b>
<p><b>Finding the evidence:</b></p> <ul style="list-style-type: none"><li>● Review the CCSS ELA Anchor Standards, with focus on the Reading Standards: <a href="#">Foundational Skills (K-5)</a>.</li><li>● Review the <a href="#">Appendix A</a> of the CCSS ELA, focusing on the research and guidance around text complexity, as well as Reading Foundational Skills.</li></ul> <p><b>In the Instructional Materials being reviewed:</b></p> <ul style="list-style-type: none"><li>● Examine the Teacher’s edition and student materials of the resource for alignment of foundational Standards aligned to each grade level. Examples include:<ul style="list-style-type: none"><li>○ Table of contents (including prefatory materials to see the rationale for how instruction is approached)</li><li>○ Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate how well this is done)</li></ul></li><li>● Teacher’s 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</li><li>● Assessment supports (screeners, inventories, diagnostics)</li></ul>
<b>Team discussion:</b>
<p><b>Preparing for discussion—questions to ask yourself:</b></p> <ul style="list-style-type: none"><li>● What is the amount of recommended time allocated for each component of lessons and assessments?</li><li>● Consider the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades).</li></ul>

**Guidance for Indicator 1o.**

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

Indicator 1o. Materials, questions, and tasks address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression.

- 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 for decoding words?
- How do the materials provide regular practice for encoding words?
- What is the sequential instruction of phonics and word recognition?
- What student practice opportunities exist for foundational skills?

**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?
- 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:**

**Grade 3:**

RF. 3.3

**2 points:**

- Instruction/ spelling lists, vocabulary tasks/ word work suggestions include common prefixes and derivational suffixes, multi syllable words, and grade-appropriate irregularly spelled words.
- All tasks and questions are sequenced to application of grade-level work (e.g. application of prefixes at the end of the unit/year; decoding multi-syllable words)

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Instruction/ spelling lists, vocabulary tasks/ word work suggestions sometimes include common prefixes and derivational suffixes, multi syllable words, grade-appropriate irregularly spelled words.
- Materials do not have a cohesive sequence to build toward an application.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Instruction/ spelling lists, vocabulary tasks/ word work suggestions rarely include common prefixes and derivational suffixes, multi syllable words, grade-appropriate irregularly spelled words.
- Materials do not have a cohesive sequence to build toward an application.

**Guidance for Indicator 1o.**

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

Indicator 1o. Materials, questions, and tasks address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression.

<p><b>Grade 4:</b> RF. 4.3 <b>2 points:</b></p> <ul style="list-style-type: none"><li>• Materials support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology, according to grade level.</li><li>• Q&amp;T build to application of skills to read accurately unfamiliar multisyllabic words in and out of context.</li></ul> <p><b>1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:</b></p> <ul style="list-style-type: none"><li>• Materials (Q&amp;T) sometimes support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology.</li><li>• Materials may not build to tasks that show students read accurately unfamiliar multisyllabic words in and out of context for grade 4.</li><li>• Materials may not have a cohesive sequence to build toward an application.</li></ul> <p><b>0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:</b></p> <ul style="list-style-type: none"><li>• Materials do not support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology.</li><li>• Materials do not build to tasks that show students read accurately unfamiliar multisyllabic words in and out of context for grade 4.</li><li>• Materials do not have a cohesive sequence to build toward an application.</li></ul> <p><b>Grade 5:</b> RF. 5.3 <b>2 points: All components are present and aligned:</b></p> <ul style="list-style-type: none"><li>• Materials support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology, according to grade level.</li><li>• Materials (Q&amp;T) build to application of skills to read accurately unfamiliar multisyllabic words in and out of context.</li><li>• Students should be engaging with materials at the end of the reading band.</li></ul> <p><b>1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:</b></p> <ul style="list-style-type: none"><li>• Materials (Q&amp;T) do not support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology.</li></ul>
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**Guidance for Indicator 1o.**

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

Indicator 1o. Materials, questions, and tasks address grade-level CCSS for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression.

- Materials may do not build to tasks that show students read accurately unfamiliar multisyllabic words in and out of context for grade 5.
- Materials may not have a cohesive sequence to build toward an application.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Materials (Q&T) do not support students' use of combined knowledge of all letter sound correspondences, syllabication patterns, and morphology.
- Materials do not build to tasks that show students read accurately unfamiliar multisyllabic words in and
- Materials do not have a cohesive sequence to build toward an application.

## Guidance for Indicator 1p.

Indicator 1p. Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

### What is the purpose of this indicator?

This indicator, along with indicators 1o and 1q, 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.

This indicator attends to evidence of students' application of foundational skills in context. When foundational skills are only taught in isolation, students struggle to apply those skills to authentic activities such as reading a text, decoding words in context, and reading text fluently.

### Research and Common Core connection:

"The larger the language context in which the [basic language] skills are seen to be operating, the more the support they receive, and the more smoothly and rapidly—hence more nearly automatically—they operate" (Holdaway, 1979, p. 100).

### 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.

#### In the Instructional Materials being reviewed:

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



## Guidance for Indicator 1p.

Indicator 1p. Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

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

#### During discussion:

- How are tasks and questions designed to allow students to demonstrate that they understand the components of foundational skills in relation to core materials?
- Will every student be able to make growth of foundational skills through the embedded learning opportunities?
- 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:

- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate mastery of application of word analysis skills to grade level text.
- Materials include support for students to demonstrate that they have made meaning of the grade-level text.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Some opportunities are provided but may be decontextualized or may only be in only one format (e.g. one specific recurring task).
- Some materials provide students the opportunity to demonstrate that they have made meaning of the grade-level texts.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Few opportunities are provided and may be decontextualized or may only be in only one format (e.g. one specific recurring task).
- Materials do not provide students opportunity to demonstrate that they have made meaning of grade-level texts.

**Guidance for Indicator 1p.**

Indicator 1p. Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

### Guidance for Indicator 1q

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

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

#### What is the purpose of this indicator?

This indicator, along with indicators 1o and 1p, 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.

Fluency is one of the components from the National Reading Panel. Fluency includes reading rate (speed), reading word recognition (accuracy), and reading prosody (expression). 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's 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
- Look in the Teacher's Edition for metrics and a system for progress monitoring, fluency checks, or other to support teachers in identifying students' growth toward reading grade level/ for progress monitoring throughout the year
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).

### Guidance for Indicator 1q

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

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

- Identify tasks and questions where students are making meaning from texts (in writing and/or speaking).
- Some materials may have grade level fluency passages with questions attached.
- Look for different types of readings including both prose and poetry.
- Look at included student “optional readings” that may be included in appendices.

#### Grade 3, Grade 4, Grade 5

##### 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 prose and poetry 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:

- Consider the amount of recommended time allocated for fluency practice, for oral reading, and for silent reading in each component of lessons and assessments.
- Consider the placement of foundational skills instruction (tasks, questions, practice with) over a unit, semester, year (and, for teams: across multiple grades).
- 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:

##### 2 points

- Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy and fluency in oral and silent reading.
- Materials support reading or prose and poetry with attention to rate, accuracy, and expression, as well as direction for students to apply reading skills when productive struggle is necessary.
- Materials support students’ development of reading skills over the course of the year (to get to the end of the grade-level band)

### **Guidance for Indicator 1q**

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

Indicator 1q. Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

**1 point: Materials earning 1 point do not meet all the requirements of this indicator. The following statements may apply:**

- Some opportunities are provided for students to demonstrate sufficient accuracy and fluency in oral and silent reading, but may not include directions for students to apply reading skills (including self-correction of word recognition and/or for understanding, focus on rereading, etc.)
- Materials may not be cohesively designed to increase students' reading ability across the grade level band over the course of the year.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Opportunities are weak (or few are provided) for students to demonstrate accuracy and fluency in oral and silent reading.
- Materials do not support reading of texts with attention to rate, accuracy, and expression, as well as direction for students to apply reading skills when productive struggle is necessary.
- Materials do not support students' development of reading skills over the course of the year (to get to the end of the grade-level band).

## 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' ability to read and comprehend complex texts proficiently.

### What is the purpose of this indicator?

Reading a series of texts organized around a common topic (or theme, when appropriate) 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 increases students' abilities to build knowledge and subsequently may support building more vocabulary and reading ability.

### Evidence collection:

#### Finding the evidence:

- Review the [CCSS ELA Anchor Reading Standards](#).
- Review CCSS ELA Reading Standard 10 for Literature and Informational Text grades 3-8.

#### 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.

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

- Are the texts connected by a topic (or theme, which may be appropriate for grades 6-7-8)?
- Is the sequence of texts conducive toward scaffolding students toward the requirements of Standard 10?
- Are there sufficient opportunities for independent practice with the texts?
- 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 and agree on final ratings.
- Determine evidence to be included in the final report.

### Scoring:

#### 4 points (all of the following apply):

- Texts are connected by an appropriate topic (for grades 6-8, this may be theme).

**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’ ability to read and comprehend complex texts proficiently.

- There is a logical sequence of texts that scaffolds students toward Standard 10.

**2 points (any of the following apply):**

- Texts are not organized around common topics.
- The sequence of texts is only somewhat logical, and may require changes to build to Standard 10.

**0 points (both of the following apply):**

- Texts are unrelated to one another.
- The texts are not arranged logically.

## 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, 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. Through this analysis, students make meaning and build understanding and knowledge not only of the texts, but of topics and themes as well.

Analysis of language, key ideas, details, craft, and structure of texts in Grades 3-5 expects students to determine main idea, describe text structure, and explain author's reasoning. Students in Grades 6-8 are expected to cite textual evidence to support analysis, determine theme, and analyze point of view.

### Evidence collection:

#### Finding the evidence:

- Review [CCSS Reading Anchor Standards](#) for grades 3-8.
- Review CCSS Reading Standards 1-9 for grades 3-8 noting the progression of expectations.

#### 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).
- Look for questions that address 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 text/texts and author's reasons?
- For most texts, are students given opportunities to identify key ideas and details?



## 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, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

- For most 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?
- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit? (e.g. compare and contrast point of view; determine the meaning of words).
- Consider: if these questions are answered correctly and tasks are completed well, do they support students' grasp of the role each component plays in the text?

### During discussion:

- Share and discuss all evidence found in TE, SE, 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:

## 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, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

### 4 points (all of the following apply):

- For most texts, students are asked to analyze language and or author's word choice (according to grade level standards).
- For most texts, students analyze key ideas and details, structure, and craft (according to grade level standards)
- By the end of the year, items 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).
- The questions and tasks help students to build comprehension and knowledge of topics (and themes, when appropriate).

### 2 points (some of the following may apply):

- Only some of the texts ask students to analyze any of the following (as opposed to most texts do all of the above): language, word choice, key ideas, details, structure, and craft (for example, if there are few opportunities for analyzing any of these items, or if any are absent, the overall score should be a 2).
- Students' independence with these items does not increase, and they are still taught directly throughout the year (and do not become a regular part of students' work).
- Teachers will often be unable to tell from students' work whether they mastered definitions and concepts of each component.
- The questions and tasks only sometimes build overall comprehension or understanding of topics.

### 0 points (two or more of the following will apply):

- Only some of the texts ask students to analyze any of the following (as opposed to most texts do all of the above): language, word choice, key ideas, details, structure, and craft (for example, if there are few opportunities for analyzing any of these items, or if any are absent, the overall score should be a 2).
- Students' independence with these items does not increase, and they are still taught directly throughout the year (and do not become a regular part of students' work).
- Teachers will often be unable to tell from students' work whether they mastered definitions and concepts of each component.
- Questions and tasks will rarely help to build overall comprehension, as they are taught in isolation of one another.

## 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-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

### What is the purpose of this indicator?

This indicator identifies sequences of text-dependent 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.

In Indicators 1g and 1h, text-dependent 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 grades 3-8 (pgs 12-14 & 36-40).

#### 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. (e.g. some chapter/unit questions are organized in this manner, often aligned with 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 TE and sets of questions throughout student work).
- Look for questions that address the integration of knowledge and ideas across texts.
- Look for questions that address analysis (describe, compare/contrast, explain, analyze) rather than recall of text elements.

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

- What elements of each component of this indicator do you see in different grade levels of materials?
- Do the questions integrate knowledge and ideas from multiple tasks?
- Do questions and tasks require students to use information from multiple texts?
- 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?
- 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. identifying metaphors as well as understanding the purpose of metaphors; identifying the use of illustrations within a text).
- Consider: if these questions are answered correctly and tasks are completed well, do they support students'

## 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-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

grasp of the role each component plays in the text?

### During the 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.
- 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 (all of the following apply):

- Most sets of questions and tasks support students' analysis of knowledge and ideas.
- Materials provide guidance to teachers in supporting students' 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 across multiple texts as well as within single texts.

#### 2 points (some of the following may apply):

- Some questions and tasks do not support students' analysis of knowledge and ideas.
- Support for teachers to build students' skills is weak.
- Students may not be prepared to demonstrate mastery of integrating knowledge and ideas as an embedded part of their regular work by the end of the year.
- Students sometimes asked to analyze knowledge and ideas across texts.

#### 0 points (two or more of the following apply):

- Questions and tasks do not support students' analysis of knowledge and ideas.
- Support for teachers to build students' skills is not present.
- Students may not be prepared to demonstrate mastery of integrating knowledge and ideas as an embedded part of their regular work by the end of the year.
- Students are not asked to analyze knowledge and ideas across 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](#).
- Review [CCSS Appendix B](#) for sample for performance tasks (pgs. 53, 61, 70, 76, 89, 93).

#### 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.?).
- 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.
- Look for questions and tasks that scaffold students' work to reach a culminating task.
- Identify WRITING 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 & Listening, Language), including comprehension standards and content knowledge?
- Do the tasks integrate knowledge and ideas from provided sources?
- Do the questions prepare students to complete a culminating task?
- Does the culminating tasks require students to demonstrate acquired knowledge?
- Do culminating tasks meet the intricacies of the grade level standards—for example, using multiple sources, including citations, offering peer feedback, and digital publication?

## 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).

- 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's Edition to support this? Is there any direction for students in the SE 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, etc.)?

### During the discussion:

- Share and discuss all evidence found in Teacher's 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 (all of the following apply):

- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards at the grade level.
- Culminating tasks are engaging and provide students 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 (any of the following apply):

- Culminating tasks are included, but not all are multifaceted (i.e. do not integrate standards strands).
- Many culminating tasks do not meet the grade level specifics of the standard.
- Culminating tasks do not provide students opportunities to demonstrate comprehension and knowledge of a topic or topics.
- Earlier work will not give teachers useful information about whether students will be successful with the culminating tasks.

#### 0 points (two or more of the following may apply):

- Culminating tasks are included, but not all are multifaceted (i.e. do not integrate standards strands).
- Many culminating tasks do not meet the grade level specifics of the standard.
- Culminating tasks do not provide students opportunities to demonstrate comprehension and knowledge of a topic or topics.
- Earlier work will not give teachers useful information about whether students will be successful with the culminating tasks.

**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).



## 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 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-GL 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 grades 3-8.

#### 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.
- Identify any Teacher's Edition guidance about supporting cross-content vocabulary development (may be in "professional development" section, especially for grades 6, 7, 8)
- For grades 6-7-8, Identify instruction aligned with or connected to the CCSS Literacy in History/Social Studies, Science, and Technical Subjects Standards. (may be in "professional development" or appendices)

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

- How is vocabulary development attended to in daily instruction? How is it identified in culminating tasks and assessments?
- Does instruction call for students to think about the meaning of words as opposed to memorizing definitions?
- Are any definitions provided in student-friendly language?



## 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.

- 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's Edition, Student Edition, and introductory and assessment/curriculum map materials.
- 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 (all of the following apply):

- Materials provide teacher guidance outlining a cohesive year long development component that builds students' academic vocabulary that supports building knowledge.
- Vocabulary is repeated in contexts (before texts, in texts, etc.) and across multiple texts.
- Students are supported to accelerate vocabulary learning with vocabulary in their reading, speaking, and writing tasks.

#### 2 points (any of the following apply):

- Vocabulary is repeated in contexts (before texts, in texts, etc.) but not across multiple texts.
- Materials provide teacher guidance for supporting students' academic vocabulary, but lack a year long structure.
- Students do engage with vocabulary instruction in context of reading and/or in writing tasks.

#### 0 points (any of the following apply):

- Vocabulary is only introduced in isolation (e.g. before the text and without further scaffolding and support once in the text).
- Materials supporting vocabulary are not coherently sequenced.
- Academic vocabulary instruction is absent from core 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.



## Guidance for Indicator 2f

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

2f. Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.

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

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 Grade 3 to Grade 7:

Grade 3: W.3.3.:

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

## Guidance for Indicator 2f

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

2f. Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.

- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

to Grade 5: W.5.3:

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events

to Grade 7: W.7.3:

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events

### 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.
- 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.

### Guidance for Indicator 2f

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

2f. Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.

#### 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 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 well-designed lesson plans, models, and protocols for teachers to implement and monitor students' writing development.

**2 point: Materials earning 1 point do not meet all the requirements of the indicator. The following statements may apply:**

- Materials include writing instruction not wholly aligned to the standards and/or materials do not span the whole school year.
- Materials do not support students' increasing skills over the course of the school year.
- Materials in writing include prompts but do not include year-long plans, models, nor protocols to support students writing.

**Guidance for Indicator 2f**

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

2f. Materials include a cohesive, year-long plan to support students’ increasing writing skills over the course of the school year, building students’ writing ability to demonstrate proficiency at grade level at the end of the school year.

**0 points: Materials earning 0 points do not meet any of the requirements of this indicator. The following statements may apply:**

- Materials in writing are not aligned to the standards for the grade level and do not span the whole school year.
- Materials do not support student's increasing skills over the course of the school year.
- Materials include prompts but do not include plans, models, or protocols to support student writing.

## Guidance for Indicator 2g

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

Indicator 2g. Materials include a progression of focused research projects and writing projects to encourage students to develop knowledge by confronting and analyzing different aspects of a topic using multiple texts and 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:

**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.**

- 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.

For example, note that Writing anchor standard 9 is not present in grade 3. It begins in grade 4 with “Draw evidence from literary or informational texts to support analysis, reflection, and research.” In this grade students are asked to:

- ... read one or more texts
- ... gather evidence
- ... shared evidence/findings including their analysis and reflection

In Grade 6, W.6.7 is more rigorous: “Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.” Note that the 6<sup>th</sup> grade standard differs from the 4<sup>th</sup> not only in increased grade level reading materials but also in the tasks, where students are asked to:

- ... gather information from multiple sources (print and digital)
- ... employ technology skills (e.g. identifying credibility)
- ... employ quotation/paraphrasing skills
- ... provide bibliographic information for sources

W.7 evolves to 8<sup>th</sup> grade: W.8.7: “Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standards format for citation.” Note that the 8<sup>th</sup> grade standard is inclusive not only of increased grade-level reading materials but also attends to these specifics, asking students to:

- ... assess information to determine relevance
- ... gather information from multiple sources (print and digital)
- ... employ more advanced technology skills (e.g. search terms, identifying credibility)
- ... employ citation/paraphrasing skills to avoid plagiarism and synthesize information

## Guidance for Indicator 2g

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

Indicator 2g. Materials include a progression of focused research projects and writing projects to encourage students to develop knowledge by confronting and analyzing different aspects of a topic using multiple texts and source materials.

### 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, etc.).
- Identify any Teacher Edition guidance about supporting cross-content and technology skills research development (may be in “professional development” section, especially for grades 6, 7, 8).
- For grades 6-7-8, Identify instruction aligned with or connected to the CCSS Literacy in History/Social Studies, Science, and Technical Subjects Standards. (may be in “professional development” or appendices).

### Team discussion:

#### Preparing for discussion—questions to ask yourself:

- Are research projects organized to build independence?
- Are research opportunities provided throughout the year’s curricular materials?
- Is there explicit instruction in the research skills (v. an assignment with no direct instruction, e.g. how to write a sequence of instructions)?
- 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’s 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 (all of the following apply):

- Research projects are sequenced across a school year to include a progression of research skills appropriate for the grade level.
- Materials support teachers in employing projects that develop students’ knowledge on a topic via provided resources.



## **Guidance for Indicator 2g**

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

Indicator 2g. Materials include a progression of focused research projects and writing projects to encourage students to develop knowledge by confronting and analyzing different aspects of a topic using multiple texts and source materials.

- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, and 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 the requirements of this indicator.**

**The following statements may apply:**

- Research projects are not sequenced across a school year to include a progression of research skills.
- Materials do not support teachers in employing projects that develop students’ knowledge on a topic via provided resources.
- Materials do not provide many opportunities for students to apply Reading, Writing, Speaking & Listening, and Language skills to synthesize and analyze per their grade level readings.
- Materials do not 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 following statements may apply:**

- Research projects are minimally present in the year long materials.
- Research projects are unrelated to other contexts and/or are solely built on students’ independent work.
- Research projects focus on resources not available in the core materials.

## 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 (reading log, journal, etc.) for teachers, students, and parents/guardians to keep track of the reading activities students do inside and outside of school.

### Evidence collection:

#### Finding the evidence:

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

#### In the instructional materials being reviewed:

- Look at materials directions for scope and sequence/ curriculum mapping/etc. that 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's Edition materials for suggested reading logs or journals.
- 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 v. 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's Edition, Student Edition, and introductory and assessment/ curriculum map materials.

## 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.

- Discuss how the suggested readings will grow students' independent reading skills and over the course of the school year.
- 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.

### Scoring:

#### 4 points (all of the following apply):

- 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 (some of the following apply):

- Many of the texts do not have scaffolds nor supports to foster independence.
- Few lessons include independent reading.
- Differentiation is insufficient or absent to foster independence for all readers.
- There is no tracking system for independent reading.
- Student reading materials are not aligned to grade level.
- The balance for reading in and out of class is not supportive of building students' independent reading.

#### 0 points (any of the following apply):

- Independent reading is not a part of this curriculum.

## 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.

### 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:

#### **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 assessment.
  - 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 course level?
  - 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.

- Use the questions below to gather evidence to inform the rating of this indicator.
  - Do the materials maintain a consistent layout for each lesson?
  - Are the pictures and graphics supportive of student learning and engagement without being visually distracting?

### 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?

## 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.

### 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:**

### 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.

#### **1 point:**

### 3a

- There are some instances of lessons not being well-designed and effectively structured.
- The pacing of some lessons is not appropriate.

### 3b

- Some concern exists that the expectations for teachers and students can be met in the suggested timeframe. A few significant modifications would be necessary for materials to be viable for one school year

### 3c

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

### 3d

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

#### **0 points:**

### 3a

- The lessons are not effectively structured, and/or the pacing of individual lessons is not viable.

### 3b

- The suggested amount of time for the materials is not viable for one school year, and/or the expectations for teachers and students are unreasonable for the suggested timeframe. Several significant modifications would be necessary for the materials to be viable for one school year.

### 3c

- Student materials do not include ample review and practice resources, and/or student materials often do

**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.

not include clear directions and explanations.

**3d**

- Alignment documentation is not provided for many questions, tasks, and assessment items.

**Note:** No score is given for indicator 3e (visual design). Only qualitative evidence is provided.

**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**

- There is information given to allow for coherence, not just a single course above or below, but there are



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

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

multiple course levels, if applicable, to allow a teacher to make prior connections and teach 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:

#### 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.

#### 1 point:

#### 3f

- Content knowledge is included; however, it is not always where needed and is not always accurate and understandable to give true assistance to all educators using the materials.
- When applicable and would enhance student learning, technology support is embedded and is overarching and accessible to most. However, sometimes technology supports that would enhance the student learning are omitted.

#### 3g

- More advanced concepts are occasionally explained and will improve a teacher's deeper understanding of the content, but some major explanations are missing or not able to assist an educator in improving his or her own knowledge level of the subject.
- Some 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, but the explanations are general and too overarching to assist an educator in truly understanding the role of the specific course-level Content in the context of the series.
- Explanations are given, but there are some just one course level below or above.

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

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

**3i**

- Neither explanations of the instructional approaches or research-based strategies of the program are not provided.

**0 points:**

**3f**

- Content knowledge is not included, or if it is, the content knowledge is often not accurate or helpful.
- No technology supports are included.

**3g**

- More advanced concepts aren't explained in the teacher's materials, or they are explained at a level that would not deepen a teacher's understanding of the content.
- Explanations are given, but they are difficult to access or use to deepen teachers' knowledge.

**3h**

- There are few, if any, explanations of the role of the specific course-level content in the context of the overall materials, and/or the explanations are too general for teachers to see the connections.
- Explanations, if given, are only addressing within course-level connections or just one course level below or above.

**3i**

Explanations of the instructional approaches and research-based strategies of the program are not provided.

**Note:** No score is given for indicator 3j. Only qualitative evidence is provided.

## Guidance for Indicators 3k-3n: Assessment

**Criterion:** Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

### Indicators 3k – 3n:

**3k. Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.**

**3l. Materials offer ongoing formative and summative assessments.**

**3l.i Assessments clearly denote which standards are being emphasized.**

**3l.ii Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.**

**3m. Materials should include routines and guidance that point out opportunities to monitor student progress.**

**3n. Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.**

### Evidence Collection:

#### **3k**

- Review the materials to see if they provide a clear path to assess and monitor students' progress.

#### **3li**

- Review materials to see if they clearly denote which standards are being assessed.

#### **3lii**

- 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.

#### **3m**

- 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.

#### **3n**

Review the materials to see if they provide a clear path to assess and monitor students' independent reading.

### Team Discussion:

#### Preparing for discussion—questions to ask yourself:

#### **3k**

- What types of assessments are included in the materials?
- Do the assessment genuinely measure student progress?

#### **3li**

- Does each assessment clearly indicate which standards are being emphasized?

#### **3lii**

- Do the assessments include teacher guidance?
- Do the assessments include suggestions for follow-up?

#### **3m**

- Do the materials include routines and guidance that point out opportunities to monitor student progress?

#### **3n**

**Guidance for Indicators 3k-3n: Assessment**

**Criterion:** Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

- Where did the materials indicate how students are held accountable for independent reading?

**During discussion:**

- Explain the strategy/reasoning used as you collected evidence for this indicator.

Share any generalizations that you noted as you looked at materials over the course of the series, with specific examples to support the generalizations.

**Scoring:**

**2 points:**

**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.

**1 point:**

**3k**

- Materials provide some assessment opportunities.
- Materials sometimes genuinely measure student progress.

**3li**

- Some standards are clearly denoted on the assessments.
- Standards are denoted for one type of assessment, but not the other

**3lii**

- Some rubrics and scoring guides are too broad and lead to multiple interpretations of the work.
- Some rubrics and scoring guides are provided, but some topics that would benefit from rubrics and scoring guides do not have them.
- Some follow-up guidance is provided.
- Some guidance for interpretation of scoring guides and rubrics is provided.

**3m**

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

**0 points:**

**3k**

- Materials do not provide regular and systematic assessment opportunities for assessment.
- Materials do not genuinely measure student progress.

**3li**

- No/minimal standards are denoted on assessments.

**3lii**

- No/minimal rubrics and scoring guides are present.
- No/minimal guidance for teachers to interpret assessment data and/or follow-up.

**Guidance for Indicators 3k-3n: Assessment**

Criterion: Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

- Rubrics and scoring guides are so vague or overly broad that they are not helpful.

**3m**

- Materials do not include routines and guidance that point out opportunities to monitor student progress.

**Note:** No score is given for indicator 3n. Only qualitative evidence is provided.

**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.**

**Evidence Collection:**

**3o**

- 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**

- 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**

- 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**

- Provide examples of the grouping strategies and ways the materials provide for interaction among students.

**Team Discussion:**

Preparing for and during discussion:

**3o**

- 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 difference between provided materials that are specific for differentiated instruction or the materials that are general notes about what “could be” implemented?

**3p**

- 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**

**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 advanced populations of students?
- How can on-grade-level concepts be investigated at a greater depth?

**3r**  
What grouping strategies might you find in instructional materials?

**Scoring:**

**2 points:**

- 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 noted 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.
  - 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 point:**

**3o**

**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.

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

**3p**

- Materials provide some support for ELL students or other populations.
- Some general statements about ELL students, or few strategies noted at the beginning of a chapter or at one place in the book.

**3q**

- Materials provide some opportunities for advanced students to investigate the grade-level content at a greater depth.
- There are few instances of advanced students simply doing more assignments than their classmates.

**3r**

- Materials provide some opportunities for teachers to use different grouping strategies.

**0 points**

**3o**

- There are few, or no, general strategies to meet the needs of all learners included.

**3p**

- Materials do not provide support for ELL students or other populations.
- There are few, if any, general statements about ELL students, or few strategies noted at the beginning of a chapter or at one place in the book.

**3q**

- Materials provide very few, if any, opportunities for advanced students to investigate the grade-level content at a greater depth.
- There are many instances of advanced students simply doing more assignments than their classmates.

**3r**

Materials provide few 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:

**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.**

**3t. Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.**

**3u. Materials can be easily customized for individual learners.**

**3u.i Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.**

**3u.ii Materials can be easily customized for local use.**

**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.).**

#### Evidence Collection:

- Review all instructional materials in the core grade-level program, including teacher’s 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

- Are any instructional technology resources web-based and compatible with multiple internet browsers? 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 PCs?

#### 3t

- Do digital materials enhance students learning? Do digital materials draw attention to evidence and texts when appropriate?

#### 3ui

- Are teachers able to manipulate or construct learning experiences for students?
- Can digital materials be differentiated based on individual students’ needs?

#### 3uii

- Are teachers able to customize digital materials for local use (student and/or community interests)?

#### 3v

- Do the digital materials provide opportunities for online collaboration? Is this collaboration between teacher and student? Or student to student? (i.e., discussion groups, webinars, e-mail, messaging)

#### Team Discussion:

- Be able to explain the strategy/reasoning used as you collected evidence for this indicator.

**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.

- 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.