



**Quality Instructional
Materials Tool:
Grades 3-8
English Language Arts**

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About EdReports.org

Our Mission: EdReports.org is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.

Our Vision: All students and teachers will have access to the highest quality instructional materials that will help improve student learning outcomes.

Our Theory of Action: Credible information against quality criteria in a quickly changing marketplace helps educators make better purchasing decisions and improve student performance. Identifying excellence and improving demand for high quality, aligned instructional materials will improve the supply of quality materials over time, leading to better student achievement outcomes.

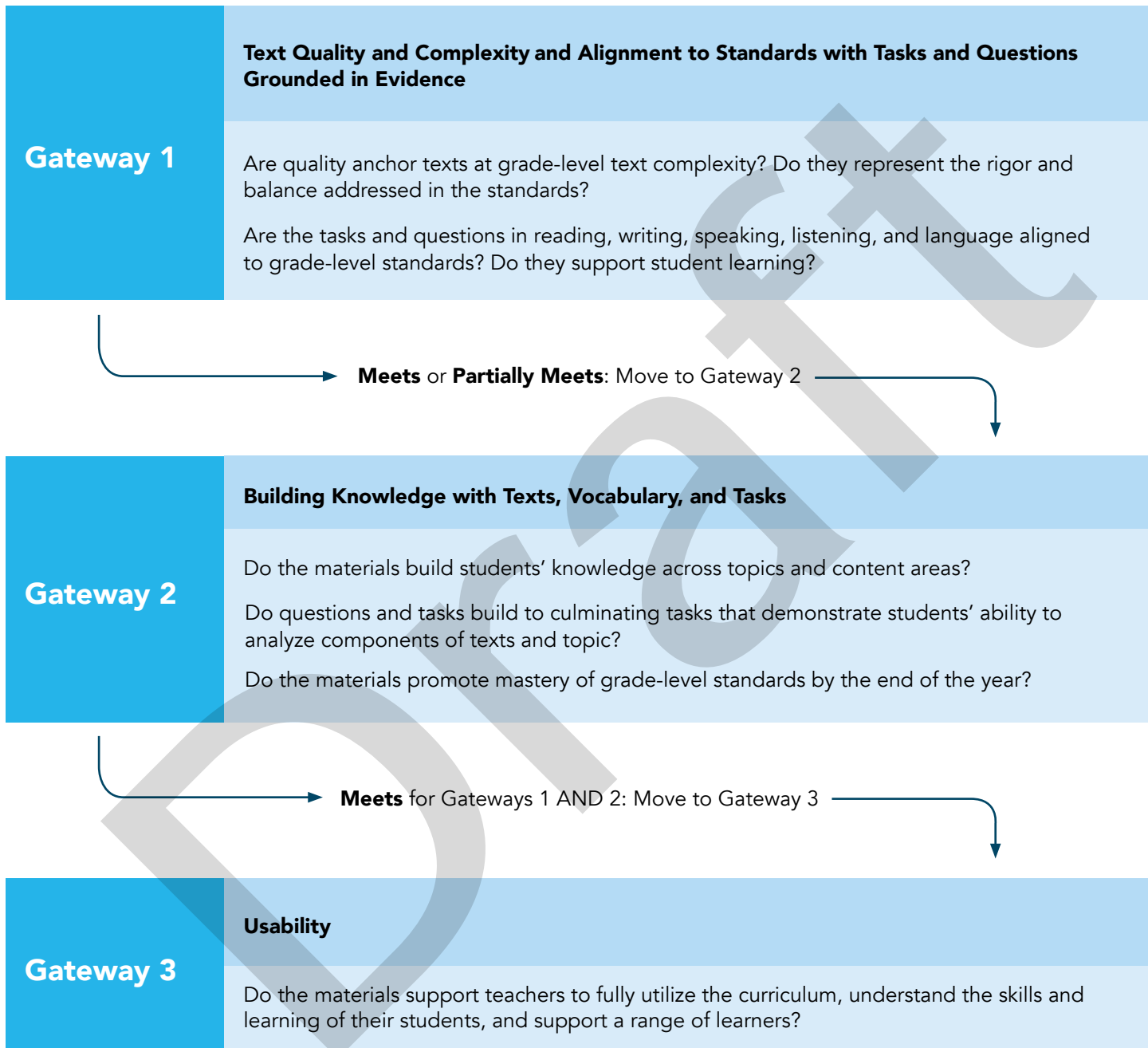
About Our Review Tools

EdReports reviewers use these review tools to create free, evidence-rich reports available on EdReports.org. These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional materials from those who will be using them in classrooms. Expert educators use our tools to evaluate full sets of instructional materials against criteria (see Figure 1). The tools are built from the experience of educators, curriculum experts, and leading rubric developers and organizations that have conducted reviews of instructional materials, lessons, and tasks.

To create our review tools, EdReports utilizes information from the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We also conduct research into the application of commonly used rubrics, gather input from hundreds of educators during nationwide listening tours, interview content experts, and convene Anchor Educator Working Groups of expert practitioners. Continuous improvement is important to this development, and each tool is used with multiple sets of materials before being finalized. In addition, the Anchor Educator Working Group has the opportunity to refine the tools after the initial round of implementation.

EdReports' Quality Instructional Materials Tool for year-long comprehensive programs has three major gateways (see Figure 1) to guide the evaluation process. Reviewers apply the three gateways sequentially to ensure EdReports reports convey to the field the extent to which materials are CCSS-aligned or designed for the NGSS, and are usable by educators. Those materials that meet or partially meet the expectations for Gateway 1 will move to Gateway 2. Only those materials that meet the expectations for both Gateway 1 and Gateway 2 (Alignment Indicators) will move to Gateway 3 (Usability Indicators).

Figure 1: Gateway Evaluation Process for Review of English Language Arts Materials (Grades 3-8)



Gateway 1

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

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must “Meet Expectations” or “Partially Meet Expectations” in Gateway 1 to be reviewed in Gateway 2.
- Materials must “Meet Expectations” in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

High-quality texts are the central focus of lessons, are at the appropriate grade-level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

Gateway 1 Overview		Available Points
<p>Criterion 1.1: Text Quality and Complexity</p> <p>Indicators 1a-1e</p> <p>Texts are worthy of students’ time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade.</p> <p>Materials support students’ advancing toward independent reading.</p>		18
<p>Criterion 1.2: Alignment to the Standards with Tasks and Questions Grounded in Evidence</p> <p>Indicators 1f-1m</p> <p>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p>		16 (Grades 3-5) 18 (Grades 6-8)
<p>Criterion 1.3: Tasks and Questions: Foundational Skills Development (Grades 3-5 only)</p> <p>Indicators 1n-1p</p> <p>Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.</p>		8 (Grades 3-5 Only)
<p>Total Available Points in Gateway 1 (Grades 3-5)</p>	42	Meets: 37-42 Partially Meets: 21-36 Does Not Meet: <21
<p>Total Available Points in Gateway 1 (Grades 6-8)</p>	36	Meets: 32-36 Partially Meets: 18-31 Does Not Meet: <18

**► Criterion 1.1:
Text Quality and Complexity**

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.

Indicators	Scoring
1a. Anchor texts are of high quality, worthy of careful reading, and consider a variety of student interests.	0 2 4
1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 2 4
1c. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.	0 2 4
1d. Series of texts should be at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	0 2 4
1e. Materials provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.	0 1 2

Total Available Points	18	Meets: 14-18 Partially Meets: 9-13 Does Not Meet: <9
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**► Criterion 1.2:
Alignment to the Standards
with Tasks and Questions
Grounded in Evidence**

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

Indicators	Scoring
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	0 1 2
1g. Materials provide frequent opportunities and protocols for evidence-based discussions.	0 1 2
1h. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	0 1 2
1i. 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.	0 1 2
1j. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	0 1 2
1k. Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	0 1 2
1l. Materials include explicit instruction of the grade-level grammar and writing standards, and opportunities for application in context.	0 1 2
1m. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.	0 1 2 (Grades 3-5) 0 2 4 (Grades 6-8)

Total Available Points (Grades 3-5)	16	Meets: 14-16 Partially Meets: 9-13 Does Not Meet: <9
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Total Available Points (Grades 6-8)	18	Meets: 14-18 Partially Meets: 9-13 Does Not Meet: <9
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**► Criterion 1.3:
Tasks and Questions:
Foundational Skills
Development (Grades 3-5 only)**

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

Indicators	Scoring
1n. Materials, questions, and tasks address grade-level foundational skills by providing explicit instruction in phonics, word analysis, and word recognition that demonstrate a research-based progression.	0 2 4
1o. Materials include opportunities for students to practice and apply grade-level phonics, word analysis, and word recognition skills.	0 1 2
1p. Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in order to read with purpose and understanding.	0 1 2

Total Available Points	8	Meets: 6-8 Partially Meets: 4-5 Does Not Meet: <4
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Gateway 1 Total (Grades 3-5)	Total Available Points (Grades 3-5)	42	Meets: 37-42 Partially Meets: 21-36 Does Not Meet: <21
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Gateway 1 Total (Grades 6-8)	Total Available Points in Gateway 1 (Grades 6-8)	36	Meets: 32-36 Partially Meets: 18-31 Does Not Meet: <18
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Gateway 2

Building Knowledge with Texts, Vocabulary, and Tasks

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.
- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials build knowledge through integrated reading, writing, speaking, listening, and language, and promote mastery of grade-level standards by the end of the year.

Gateway 2 Overview		Available Points
Criterion 2.1: Building Knowledge Indicators 2a-2f Materials build knowledge through integrated reading, writing, speaking, listening, and language.		24
Criterion 2.2: Coherence Indicators 2g-2h Materials promote mastery of grade-level standards by the end of the year.		8
Total Available Points in Gateway 2	32	Meets: 28-32 Partially Meets: 16-27 Does Not Meet: <16

▶ Criterion 2.1: Building Knowledge

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

Indicators	Scoring		
2a. Texts are organized around a cohesive topic(s)/theme(s) to build students' ability to read and comprehend complex texts independently and proficiently.	0	2	4
2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.	0	2	4
2c. Materials require students to analyze the integration of knowledge within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.	0	2	4
2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic(s)/ theme(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	0	2	4
2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	0	2	4
2f. Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.	0	2	4
Total Available Points	24		Meets: 20-24 Partially Meets: 12-19 Does Not Meet: <12

▶ **Criterion 2.2: Coherence**

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

Indicators	Scoring
2g. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	0 2 4
2h. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.	0 2 4

Total Available Points	8	Meets: 7-8 Partially Meets: 5-6 Does Not Meet: <5
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Gateway 2 Total	Total Available Points	32	Meets: 28-32 Partially Meets: 16-27 Does Not Meet: <16
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Gateway 3

Usability

To identify the Gateway rating, educators use evidence gathered to score indicators related to each criterion.

REMINDER:

- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.
- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners.

Gateway 3 Overview		Available Points
Criterion 3.1: Teacher Supports Indicators 3a-3h Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	9	
Criterion 3.2: Assessment Indicators 3i-3m Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	12	
Criterion 3.3: Student Supports Indicators 3n-3y Student Supports identifies how materials are designed for each child's regular and active participation in grade-level/grade-band/series content.	9	
Criterion 3.4: Intentional Design Indicators 3z-3ac Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.	Narrative Evidence Only	
Total Available Points in Gateway 3	30	Meets: TBD Partially Meets: TBD Does Not Meet: TBD

**► Criterion 3.1:
Teacher Supports**

Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

Indicators	Scoring
3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	0 1 2
3b. Materials provide a teacher's edition that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject.	0 1 2
3c. Materials provide a teacher's edition that includes standards correlation information that explains the role of the standards in the context of the overall series.	0 1 2
3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Narrative Evidence Only
3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	0 1 2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	0 1
3g. <i>This is not an assessed indicator in English Language Arts.</i>	
3h. <i>This is not an assessed indicator in English Language Arts.</i>	

Total Available Points	9	Meets: TBD Partially Meets: TBD Does Not Meet: TBD
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▶ Criterion 3.2: Assessment

Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

Indicators	Scoring
3i. Assessment information is included in the materials to indicate which standards are assessed.	0 2 4
3j. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for follow-up.	0 2 4
3k. Assessments include item types that measure the depth and rigor of the expectations of the standards.	0 1 2
3l. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Narrative Evidence Only
3m. Assessments provide a system including multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.	0 1 2

Total Available Points	12	Meets: TBD Partially Meets: TBD Does Not Meet: TBD
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▶ Criterion 3.3: Student Supports

Student Supports identifies how materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicators	Scoring
3n. Materials provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with grade-level content and texts to meet or exceed grade-level standards.	0 1 2
3o. Materials regularly provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.	0 1 2
3p. Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	0 1 2
3q. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning.	Narrative Evidence Only
3r. Materials provide opportunities for students to monitor their own learning.	0 1
3s. Materials provide opportunities for teachers to use a variety of grouping strategies.	Narrative Evidence Only
3t. Materials regularly provide strategies and supports for students who read, write, and/or speak in a language other than English to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.	0 1 2
3u. Materials provide a balance of images or information about people, representing various demographic and physical characteristics.	Narrative Evidence Only
3v. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.	Narrative Evidence Only
3w. Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.	Narrative Evidence Only
3x. <i>This is not an assessed indicator in English Language Arts.</i>	
3y. <i>This is not an assessed indicator in English Language Arts.</i>	

Total Available Points

9

Meets: TBD
Partially Meets: TBD
Does Not Meet: TBD

▶ Criterion 3.4: Intentional Design

Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.

Indicators	Scoring
3z. Materials integrate technology such as interactive tools, virtual manipulatives/objects, and/or dynamic software in ways that engage students in the grade-level/series standards, when applicable.	Narrative Evidence Only
3aa. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Narrative Evidence Only
3ab. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	Narrative Evidence Only
3ac. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Narrative Evidence Only

Total Available Points	Narrative Evidence Only	Meets: n/a Partially Meets: n/a Does Not Meet: n/a
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Gateway 3 Total	Total Available Points	30	Meets: TBD Partially Meets: TBD Does Not Meet: TBD
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