edreports

Core Content Review Criteria v2.0

English Language Arts

Grades 3-5

About EdReports

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: If we identify excellence and increase demand for excellence, then we increase the number of students in classrooms with high-quality instructional materials.

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' Review Criteria for year-long comprehensive programs has three major gateways (see Figure 2) 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 (Teacher and Student Supports).

A Note About Publishing Review Criteria Before Starting Reviews: This is the first time EdReports has made criteria publicly available before starting reviews. We made this decision for two main reasons: first, to provide equal access to all publishers of comprehensive, K–12 instructional materials to inform their planning for forthcoming program revisions. Second, to give states, districts, and partner organizations the earliest possible opportunity to consult these documents in support of their work to advise and conduct materials adoptions that align with local needs and policy requirements.

Please note that all version 2.0 Review Criteria are in a "final draft" state. They represent a robust foundation, but they remain subject to ongoing refinements until the publication of the first reports using the updated criteria. Over the course of the review process for each content area and grade band, we will fine-tune the criteria to maximize clarity and practical use for our educator reviewers.

Version 2.0 of the ELA review tool is a single tool that can be applied to all three ELA program formats based on the components that each program is designed to include (see Figure 1). (Previous versions of the ELA tools were separate, stand-alone versions used for specific program formats.) For example, a Grades K–2 foundational skills

supplement will be reviewed against Gateway 1 (Foundational Skills) and Gateway 3 (Teacher and Student Supports), but *not* Gateway 2 (Comprehension Through Texts, Questions, and Tasks); where as a Grades 6–12 core comprehensive program would be reviewed against Gateway 2 (Comprehension Through Texts, Questions, and Tasks) and Gateway 3 (Teacher and Student Supports), but *not* Gateway 1 (Foundational Skills).

Figure 1: Gateways for Review of ELA Materials Based on Program Format

FS Supplemental	K-2 Comprehensive	3-5 Comprehensive	6-12 Comprehensive
Gateway 1: Alignment to Research-Based Practices and Standards for Foundation Skills Instruction	**Gateway 1**: Alignment to Research-Based Practices and Standards for Foundation Skills Instruction (if applicable)	**Gateway 1**: Alignment to Research-Based Practices and Standards for Foundation Skills Instruction (if applicable)	N/A
N/A	**Gateway 2**: Comprehension Through Texts, Questions, and Tasks	**Gateway 2**: Comprehension Through Texts, Questions, and Tasks	**Gateway 2**: Comprehension Through Texts, Questions, and Tasks
Gateway 3: Teacher and Student Supports	**Gateway 3**: Teacher and Student Supports	**Gateway 3**: Teacher and Student Supports	**Gateway 3**: Teacher and Student Supports

Figure 2: Gateway Evaluation Process for Review of ELA Materials (Grades 3-5)

Gateway 1*	**Alignment to Research-Based Practices and Standards for Foundational Skills Instruction**
	Do materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics?
	Do materials and instruction support students in learning and practicing regularly and irregularly spelled words?
	Do materials provide varied and frequent practice in reading fluency using grade-level connected texts?

*Only programs designed to address foundational skills are reviewed for Gateway 1. Materials not designed to address foundational skills will begin at Gateway 2.

Meets or **Partially Meets**: move to next applicable gateway

Gateway 2**	**Comprehension Through Texts, Questions, and Tasks**
	Do materials include content-rich, engaging texts that meet the text complexity criteria for the grade level? Do texts and text sets cohesively work together to build knowledge of specific topics and/or content themes?
	Do materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills?
	Do materials include clear, explicit instruction guidance for teachers across all literacy skills?

**Programs designed to ONLY address foundational skills will not be reviewed for Gateway 2.

Gateway 3	**Teacher & Student Supports** Do materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content? Are materials designed for each child's regular and active participation in grade-level/grade-band/series content? Do materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers?

Gateway 1

Alignment to Research-Based Practices and Standards for Foundational Skills Instruction

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 provide systematic and explicit instruction and practice in letter recognition, phonemic awareness, phonics, word recognition and analysis, and oral reading fluency, emphasizing research-based or evidence-based methods.

Given grade-band differences, Criterion 1.1 and 1.2 are not applicable to grades 3-5. Therefore, this tool begins with Criterion 1.3 and includes Criterion 1.4 and 1.5 before moving into the comprehensive indicators.

Gateway 1* Overview	Available Points
Criterion 1.3: Phonics* Indicators 1g-1n Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonemic awareness.	24
Criterion 1.4: Word Recognition and Word Analysis Indicators 1o-1r Materials and instruction support students in learning and practicing regularly and irregularly spelled words.	12
Criterion 1.5: Fluency* Indicators 1s-1u Materials provide varied and frequent practice in reading fluency using grade-level connected texts.	8
Total Available Points in Gateway 1* 44	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

*Only programs designed to address foundational skills are reviewed for Gateway 1. Materials not designed to address foundational skills will begin at Gateway 2.

***NOTE: Criteria 1.3, and 1.5 are non-negotiable. Instructional materials being reviewed must score Meet Expectations in these criteria to proceed to Gateway 2.

Criterion 1.3 Phonics***	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics.

Indicators + Scoring Criteria	Scoring
1g. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear evidence-based explanation for the order of the sequence. ● Materials contain a clear, evidence-based explanation for the expected sequence for teaching phonics skills. ● Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction, from simpler to more complex skills, and practice to build toward the application of skills. ● Phonics instruction is based in high utility patterns and/or specific phonics generalizations.	0 2 4
1h. Materials are absent of the three-cueing system. ● Materials do not contain elements of instruction that are based on the three-cueing system for teaching decoding.	0 4
1i. Materials include systematic and explicit phonics instruction in decoding and encoding multisyllabic words with repeated teacher modeling. ● Materials contain explicit instructions for systematic and repeated teacher modeling of newly-taught advanced phonics patterns. ● Lessons include blending and segmenting practice using structured, consistent blending routines with teacher modeling. ● Lessons include dictation of words and sentences using the newly-taught phonics pattern(s). ● Materials include teacher guidance for corrective feedback when needed for students.	0 2 4
1j. Materials include frequent practice opportunities for students to decode and encode multisyllabic words that consist of more advanced sound and spelling patterns. ● Lessons provide students with frequent opportunities to decode words with taught phonics patterns. ● Lessons provide students with frequent opportunities to encode words with taught phonics patterns. ● Student-guided practice and independent practice of blending sounds using the sound-spelling pattern(s) is varied and frequent. ● Materials provide opportunities for students to engage in word-level decoding practice focused on accuracy and automaticity.	0 2 4
1k. Spelling rules and generalizations are taught at a reasonable pace and embedded in grade-level content. Spelling words and generalizations are practiced to automaticity. ● Spelling rules and generalizations are aligned to the phonics scope and sequence. ● Materials include explanations for spelling of specific words or spelling rules. ● Students have sufficient opportunities to practice spelling rules and generalizations.	0 2 4
1l. Materials regularly and systematically offer assessment opportunities that measure student progress of phonics in- and out-of-context (as indicated by the program scope and sequence). ● Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence in phonics. ● Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of phonics. ● Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonics.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

****NOTE: Criteria 1.2, 1.3, and 1.5 are non-negotiable. Instructional materials being reviewed must score Meet Expectations in these criteria to proceed to Gateway 2.*

Total Available Points	24	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 1.4 Word Recognition and Word Analysis	Materials and instruction support students in learning and practicing regularly and irregularly spelled words.

Indicators + Scoring Criteria	Scoring
1m. Materials include explicit instruction in identifying the regularly spelled part and the temporarily irregularly spelled part of words. High-frequency word instruction includes spiraling review and is embedded in grade-level content. ● Materials include systematic and explicit instruction of high-frequency words with an explicit and consistent instructional routine. ● Materials include teacher modeling of the spelling and reading of high-frequency words that includes connecting the phonemes to the graphemes. ● Materials include a sufficient quantity of high-frequency words for students to make reading progress.	0 1 2
1n. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity of high-frequency words. ● Students practice decoding high-frequency words in isolation. ● Lessons provide students with frequent opportunities to decode high-frequency words in context. ● Lessons provide students with frequent opportunities to encode high-frequency words in tasks, such as sentences, in order to promote automaticity of high-frequency words.	0 1 2
1o. Materials include explicit instruction in syllabication and morpheme analysis and provide students with practice opportunities to apply learning embedded in grade-level content. ● Materials contain explicit instruction of syllable types and syllable division that promote decoding and encoding of words. ● Materials contain explicit instruction in morpheme analysis to decode unfamiliar words. ● Multiple and varied opportunities are provided over the course of the year for students to learn, practice, and apply word analysis strategies embedded in grade-level content.	0 2 4
1p. Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence). ● Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of word recognition and analysis. ● Assessment materials provide the teacher and students with information concerning students' current skills/level of understanding of word recognition and word analysis. ● Materials support the teacher with instructional suggestions for assessment-based steps to help students to progress toward mastery in word recognition and word analysis.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	12	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 1.5 Fluency***	Materials provide varied and frequent practice in reading fluency using grade-level connected texts.

Indicators + Scoring Criteria	Scoring
1q. Materials include varied and frequent opportunities for students to practice and achieve reading fluency using embedded grade-level texts in order to read with purpose and understanding. ● Varied, frequent opportunities are provided over the course of the year for students to gain automaticity and prosody. ● Materials provide practice opportunities for oral reading fluency in a variety of settings (e.g., repeated readings, dyad or partner reading, continuous reading). ● Materials include guidance and corrective feedback suggestions to the teacher for supporting students' gains in oral reading fluency.	0 2 4
1r. Materials regularly and systematically offer assessment opportunities that measure student progress in oral reading fluency (as indicated by the program scope and sequence). ● Multiple assessment opportunities are provided regularly and systematically over the course of the year for students to demonstrate progress toward mastery and independence of oral reading fluency. ● Assessment materials provide the teacher and students with information about students' current skills/level of understanding of oral reading fluency. ● Materials support the teacher with instructional adjustments to help students make progress toward mastery in oral reading fluency.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

***NOTE: Criteria 1.2, 1.3, and 1.5 are non-negotiable. Instructional materials being reviewed must score Meet Expectations in these criteria to proceed to Gateway 2.

Total Available Points (Not Scored for Grade K)	8	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Total Available Points in Gateway 1*	44	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

*Only programs designed to address foundational skills are reviewed for Gateway 1. Materials not designed to address foundational skills will begin at Gateway 2.

***NOTE: Criteria 1.2, 1.3, and 1.5 are non-negotiable. Instructional materials being reviewed must score Meet Expectations in these criteria to proceed to Gateway 2.

Gateway 2

Comprehension Through Texts, Questions, 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 include engaging, content-rich texts that meet grade-level text complexity standards and work together to build knowledge on specific topics. They feature meaningful, evidence-based questions, tasks, and assignments that aid students in understanding and mastering literacy skills. Additionally, materials provide clear, explicit instructional guidance for teachers across all literacy skills.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.

Gateway 2 Overview	Available Points
Criterion 2.1: Text Quality and Text Complexity Indicators 2a-2e Materials include content-rich, engaging texts that meet the text complexity criteria for the grade level. Texts and text sets cohesively work together to build knowledge of specific topics and/or content themes.	14
Criterion 2.2: Knowledge Building Through Reading, Writing, and Language Comprehension Indicators 2f-2v Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.	42
Total Available Points in Gateway 2	56 Meets: XX-XX (with no 0s) Partially Meets: XX-XX Does Not Meet: < XX

Criterion 2.1 Text Quality and Text Complexity	Materials include content-rich, engaging texts that meet the text complexity criteria for the grade level. Texts and text sets cohesively work together to build knowledge of specific topics and/or content themes.

Indicators + Scoring Criteria	Scoring
2a. Materials provide opportunities for students to engage in a range and volume of reading through content-rich and engaging texts. ● Materials reflect the balance of informational and literary texts required by the grade-level standards (50/50 in K-5), including various subgenres. ● Materials include a range of full texts and excerpts (including long-form and short-form texts), depending on their stated purpose. ● Materials include core/anchor texts that are well-crafted, content-rich, and engaging for students at their grade level. ● Materials include sufficient teacher guidance (including monitoring and feedback) and student accountability structures for independent reading (e.g., independent reading procedures, proposed schedule, tracking system for independent reading).	0 2 4
2b. 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. ● Accurate text complexity analysis and a rationale for educational purpose and placement in the grade level accompany core/Anchor texts and a series of texts connected to them. ● According to quantitative and qualitative analysis and their relationship to the associated student task, core/anchor texts have the appropriate level of complexity for the grade.	0 2 4
2c. Materials provide appropriate scaffolds for core/anchor texts that ensure all students can access the text and make meaning. Scaffolds align with the text's qualitative analysis. ● Scaffolds align with the qualitative complexity of the program's texts to support students in making meaning of each text. ● Materials include scaffolds for before, during, and after engaging with a complex text. ● Materials include teacher guidance on how to enact each scaffold based on student needs.	0 1 2
2d. Text sets (e.g., unit, module) are organized around topic(s) or theme(s) to cohesively build student knowledge. ● Text sets are organized around a grade-appropriate, tightly-connected topic or theme. ● Text set organization provides opportunities for students to address facets of the same topic or theme over an extended period (e.g., a unit, module), enabling the development of deeper knowledge. ● Text sets cohesively build knowledge across a range of topics in social studies (including history), science, the arts, and literature, exposing students to academic vocabulary, content knowledge, and complex syntax.	0 2 4
2e. Materials include a range of texts and provide teacher support in helping students learn about people who are similar to and different from them. ● Materials include a range of texts that offer varied perspectives on the topic/theme of study, including characters and people of interest from various backgrounds and perspectives. ● Text sets include texts written by authors of varied backgrounds. ● Materials provide explicit guidance for teachers when texts contain characters, people, or lived experiences that are similar to or different from students. ● Materials provide clear teacher guidance when text contains grade-appropriate topics that impact students. ● The materials provide teacher support in helping students learn about people or characters similar to and different from them across social, cultural, political, and historical contexts rather than in superficial, oversimplified ways that perpetuate stereotypes.	Narrative Evidence Only

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

***NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.*

Total Available Points	14	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 2.2 Knowledge Building Through Reading, Writing, and Language Comprehension	Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills. Materials include clear, explicit instruction guidance for teachers across all literacy skills.

Indicators + Scoring Criteria	Scoring
2f. Materials include a clear, research-based core instructional pathway with reasonable pacing throughout the year, which allows students to work towards grade-level proficiency. ● Materials clearly outline the essential elements for the core instructional pathway. ● Materials clearly explain how to use and implement the core instructional pathway, which does not deviate from currently accepted research. ● When present, supplemental materials are designed to work coherently with the core instructional pathway and include a detailed explanation of when and how to utilize supplemental materials. ● Materials provide detailed explanations of when and how to use supplemental supports so that all students can access grade-level materials. ● Materials provide implementation schedules, including lesson-specific guidance, that are well paced, and can reasonably be completed in the school year, allowing students to dive deeply into content.	0 2 4
2g. Most questions, tasks, and assignments are text-based, allowing students to demonstrate their thinking in various formats. ● Materials provide opportunities to support students in making meaning of the texts being studied through text-based questions and tasks in varying formats (i.e. speaking, writing). ● Materials include text-based questions and tasks that require students to closely read and/or re-read complex parts of texts to deepen their analysis and understanding.	0 2 4
2h. Materials support students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts. ● Materials provide opportunities for students to analyze key ideas and details (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning. ● Materials provide opportunities for students to analyze craft and structure (according to grade-level standards) within individual texts and across multiple texts to support students in making meaning. ● Materials provide opportunities for students to analyze the integration of knowledge and ideas (according to grade-level standards) within individual texts and across multiple texts to support students in deepening their understanding on a topic.	0 1 2
2i. Materials provide clear protocols and teacher guidance that frequently allow students to engage in listening and speaking about texts they are reading (or read aloud). ● Materials include structured protocols that support students in participating in various types of discussions, using both background knowledge and their interpretation of the text to build upon each other's understanding. ● Speaking and listening instruction includes facilitation, monitoring, and feedback guidance for teachers.	0 1 2
2j. Materials provide opportunities for students to engage in listening and speaking about texts they are reading (or read-aloud). ● Materials provide opportunities for students to engage in collaborative conversations about the text being read/read-aloud, which require them to utilize, apply, and incorporate evidence from texts and/or sources. ● Materials provide opportunities for students to consider others' perspectives and engage in intellectual discourse about texts and topics they are reading (or read aloud).	0 1 2
2k. Materials include explicit instruction on independent word-learning strategies and key vocabulary words to build knowledge within and across texts. ● Materials include structured and explicit practices for introducing key vocabulary words and independent word-learning strategies within the context of the texts (analyzing morphemes, etymology, word maps, and discussion of word relationships/shades of meaning, dictionary skills, context clues). ● Materials include explicit instruction of examples/non-examples using student-friendly explanations that address the word's use in contexts beyond that of the text. ● Attention is paid to vocabulary essential to understanding the text and high-utility academic words.	0 1 2

● Materials provide multiple exposures to key vocabulary within (i.e., before, during, after reading) and across texts.	
2l. Materials include opportunities for students to practice independent word-learning strategies, as well as newly taught vocabulary words. ● Materials include opportunities for students to use independent word-learning strategies to understand the meaning of challenging words (inferring from context, using morphological or etymological awareness). ● Materials include opportunities for students to use academic and content-specific vocabulary in various contexts. ● Practice opportunities incorporate the review of previously learned words based on their connection to the topic of study.	0 1 2
2m. Materials include explicit instruction for teaching sentence composition appropriate to grade-level standards. ● Materials include explicit instruction and modeling guidance in sentence-composition skills (use of punctuation, sentence elaboration, sentence combining using cohesive ties, sentence fluency). ● Materials utilize exemplar sentences from texts that contain clear, varied, and rich examples of sentence structure.	0 1 2
2n. Materials include evidence-based opportunities for students to practice sentence composition and editing during authentic writing opportunities appropriate for their grade level. ● Materials include opportunities for students to write sentences about the texts under study while practicing and applying sentence composition skills. ● Materials include opportunities for students to practice and apply sentence composition skills by examining their own writing. ● Materials include opportunities for students to adapt their language based on the intended audience and purpose.	0 1 2
2o. Materials include a mix of both on-demand and process writing opportunities that are appropriately-aligned in purpose, genre, and/or topic to the reading and listening of that unit. ● Materials include a mix of grade-appropriate on-demand and process writing. ● Materials reflect the distribution indicated by the standards for process writing (K–5 30/35/35 persuade/explain/convey experience). ● Writing opportunities are appropriately aligned to the purpose, genre, and/or topic of the unit's reading.	0 1 2
2p. Materials include explicit instruction in varied writing processes. ● Materials include explicit instruction in writing processes (paragraph and multi-paragraph construction for varying purposes), including teacher modeling of writing strategies and processes. ● Materials provide teachers with example texts and/or student exemplars to support students in examining how the genre works. ● Materials provide guidance and instruction to teachers on how to provide timely and constructive feedback on student writing.	0 1 2
2q. Materials include frequent opportunities for students to practice the writing processes using evidence-based strategies. ● Materials include multiple opportunities for students to plan writing (e.g., with graphic organizers). ● Materials include multiple opportunities for students to draft their writing. ● Materials include multiple opportunities for students to revise and edit their writing with grade-appropriate strategies and tools. ● Materials include multiple opportunities for students to use technology to produce and publish writing, independently and with others.	0 1 2
2r. Materials include frequent opportunities for students to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit) to explain what the text says explicitly and implicitly. ● Materials provide frequent writing opportunities that require students to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Materials provide frequent writing opportunities focused on students' recall or analysis of information to develop opinions from reading closely and working with evidence from texts and sources.	0 1 2
2s. Materials include explicit instruction of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials. ● Materials include research projects to build research skills that lead to mastery of the grade-level standards. ● Materials include explicit instruction of research skills that encourage students to develop knowledge	0 1 2

	of a topic using multiple texts and source materials.	
2t.	Materials include multiple opportunities for students to apply research skills to develop their knowledge of topics. ● Materials include multiple opportunities for students to apply research skills to short research projects using multiple texts and sources. ● Materials provide opportunities for students to recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and (beginning in grade 4) provide a list of sources. ● Materials provide opportunities for students to draw evidence from literary or informational texts to support analysis, reflection, and research (beginning in grade 4).	0 1 2
2u.	Materials include formative assessments and guidance that provide the teacher with information for instructional next steps. ● Materials include formative assessments and support for the teacher in determining students' current skills/level of understanding. ● Materials include guidance that supports the teacher in making instructional adjustments to increase student progress. ● Materials identify the standards assessed for formative assessments.	0 2 4
2v.	Materials include culminating tasks/summative assessments that require students to demonstrate the knowledge and skills acquired throughout the unit/module while integrating multiple literacy skills (e.g., a combination of reading, writing, speaking, and listening). ● Culminating tasks/summative assessments are evident in each unit/module and align to the unit's/module's topic or theme. ● Culminating tasks/summative assessments provide students with the opportunity to demonstrate the knowledge and skills acquired throughout the unit/module while integrating multiple literacy skills (reading, writing, speaking, listening). ● Materials provide opportunities to support students in gaining the knowledge and skills needed to complete the culminating tasks/summative assessments. ● Materials include guidance that supports the teacher in determining and evaluating student performance on the culminating tasks/summative assessments in the program. ● Materials identify the standards assessed for culminating tasks/summative assessments.	0 2 4

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

**NOTE: Materials being reviewed must score above zero points in each indicator, otherwise the materials automatically do not proceed to Gateway 3.

Total Available Points	42	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Total Available Points in Gateway 2	56	Meets: XX-XX (with no 0s) Partially Meets: XX-XX Does Not Meet: < XX

Gateway 3

Teacher & Student Supports

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-3i Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.	10
Criterion 3.2: Student Supports Indicators 3j-3q Materials are designed for each child's regular and active participation in grade-level/grade-band/series content.	4
Criterion 3.3: Intentional Design Indicators 3r-3u Materials include 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	**14**	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 3.1 Teacher Supports	Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.

Indicators + Scoring Criteria	Scoring
3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in engaging students to guide their literacy development. • Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. • Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives.	0 1 2
3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject. • Materials contain explanations and examples of grade/course-level concepts and/or standards so that teachers can improve their own knowledge of the subject. • Materials contain explanations and examples of how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	0 1 2
3c. Materials include a year-long scope and sequence with standards correlation information. • Materials include a year-long scope and sequence with standards correlation information.	0 1
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. • Materials contain strategies for informing students, parents, or caregivers about the program. • Materials contain suggestions for how parents or caregivers can help support student progress and achievement. • Materials for parents (like letters home) have been translated into languages other than English.	Narrative Evidence Only
3e. Materials provide explanations of the instructional approaches of the program, identify the research-based strategies, and explain the role of the standards. • Materials explain the instructional approaches of the program. • Materials include and reference research-based strategies. • Materials include and reference the role of the standards in the program.	0 1 2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities. • Materials include a comprehensive list of supplies needed to support the instructional activities.	0 1
3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps. • The assessment system provides opportunities to determine student learning throughout the school year. • The assessment system provides sufficient teacher guidance for evaluating student performance. • The assessment system provides sufficient teacher guidance for interpreting student performance and determining next instructional steps.	0 1 2
3h. *This is not an assessed indicator in ELA.*	
3i. *This is not an assessed indicator in ELA.*	

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	10	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 3.2 Student Supports	Materials are designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicators + Scoring Criteria	Scoring
3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning. • Materials provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work.	0 1 2
3k. Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level/course-level literary content at greater depth. • Materials regularly provide multiple extensions and/or opportunities for advanced students to engage with grade-level/course-level literary concepts at greater depth. • There are no instances of advanced students doing more assignments than their classmates.	0 1 2
3l. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning. • Materials provide varied tasks for students to show their thinking and make meaning. • Students have opportunities to share their thinking, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts. • Materials leverage the use of a variety of formats over time to deepen student understanding and ability to explain and apply literacy ideas. • Materials provide for ongoing review, practice, self-reflection, and feedback. Materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection. • Materials provide a clear path for students to monitor and move their own learning.	Narrative Evidence Only
3m. Materials provide opportunities for teachers to use a variety of grouping strategies. • Materials provide grouping strategies for students. • Materials provide guidance for varied types of interaction among students. • Materials provide guidance for the teacher on grouping students in a variety of grouping formats.	Narrative Evidence Only
3n. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment. • Materials offer accommodations that ensure all students can access the assessment (e.g., text-to-speech, increased font size) without changing its content. • Materials include guidance for teachers on the use of provided accommodations. • Materials include guidance for teachers about who can benefit from these accommodations. • Materials do not include modifications to assessments that alter grade level/expectations.	Narrative Evidence Only
3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences. • Materials provide a range of representation of people, ensuring a broad range of cultural, racial, gender, and ability backgrounds are accurately and authentically represented. • Materials provide detailed instructions and support for teachers on incorporating and drawing upon students' different cultural, social, and community backgrounds to enrich learning experiences.	Narrative Evidence Only
3p. *This is not an assessed indicator in ELA.*	
3q. *This is not an assessed indicator in ELA.*	

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	4	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX

Criterion 3.3 Intentional Design	Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.

Indicators + Scoring Criteria	Scoring
3r. 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. ● Digital technology and interactive tools, such as data collection tools and/or modeling tools are available to students. ● Digital tools support student engagement in ELA. ● Digital materials can be customized for local use (i.e., student and/or community interests).	Narrative Evidence Only
3s. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable. ● Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Narrative Evidence Only
3t. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic. ● Images, graphics, and models support student learning and engagement without being visually distracting. They also clearly communicate information or support student understanding of topics, texts, or concepts. ● Teacher and student materials are consistent in layout and structure across lessons/modules/units. ● Materials' organizational features (table of contents, glossary, index, internal references, table headers, captions, etc.) are clear, accurate, and error-free.	Narrative Evidence Only
3u. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable. ● Teacher guidance is provided for the use of embedded technology to support and enhance student learning, when applicable.	Narrative Evidence Only

Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator.

Total Available Points	Narrative Evidence Only

Total Available Points in Gateway 3	14	Meets: XX-XX Partially Meets: XX-XX Does Not Meet: < XX