



Core Content Review Criteria v2.1

**English Language Arts**

**Foundational Skills**

# Gateway 1

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

Gateway 1 Overview	Available Points	
<p><b>Criterion 1.1: Alphabet Knowledge (Grade K only)</b>            Indicators 1a-1b            Materials and instruction provide systematic and explicit instruction and practice for letter recognition.</p>	<p><b>10</b> (Kindergarten)</p>	
<p><b>Criterion 1.2: Phonemic Awareness (Grades K-1 only)*</b>            Indicators 1c-1f            Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonemic awareness.            *Criterion 1.2 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.</p>	<p><b>16</b> (Kindergarten and Grade 1)</p>	
<p><b>Criterion 1.3: Phonics (Foundational Decoding and Encoding) *</b>            Indicators 1g-1n            Materials emphasize explicit, systematic instruction of research-based and/or evidence-based Phonics that includes letter sounds and blending sounds to pronounce a word.            *Criterion 1.3 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.</p>	<p><b>32</b></p>	
<p><b>Criterion 1.4: Word Recognition and Word Analysis</b>            Indicators 1o-1r            Materials and instruction support students in learning and practicing regularly and irregularly spelled words.</p>	<p><b>12</b></p>	
<p><b>Criterion 1.5: Reading Fluency Development (Grades 1-2 only)*</b>            Indicators 1s-1u            Materials provide systematic and explicit instruction and practice in fluency by mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (e.g., decodables and grade-level texts). Instruction and practice support students' development of accuracy, rate, and prosody to build fluent, meaningful reading.            *Criterion 1.5 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.</p>	<p><b>12</b> (Grades 1 and 2)</p>	
<p><b>Total Available Points in Gateway 1 (Kindergarten)</b></p>	<p><b>70</b></p>	<p>Meets: 63-70            Partially Meets: 35-62            Does Not Meet: &lt; 35</p>
<p><b>Total Available Points in Gateway 1 (Grade 1)</b></p>	<p><b>72</b></p>	<p>Meets: 64-72            Partially Meets: 36-63            Does Not Meet: &lt; 36</p>
<p><b>Total Available Points in Gateway 1 (Grade 2)</b></p>	<p><b>56</b></p>	<p>Meets: 50-56            Partially Meets: 28-49            Does Not Meet: &lt; 28</p>

**Criterion 1.1**  
**Alphabet Knowledge (Grade K only)**

Materials and instruction provide systematic and explicit instruction and practice for letter recognition.

Indicators + Scoring Criteria		Scoring
<b>1a. Alphabet Knowledge</b>		
1a.i.	Materials provide systematic and explicit instruction in letter names and their corresponding sounds.	0 1 2 (Not Scored for Grades 1-2)
1a.ii.	Materials provide opportunities for student practice in letter names and their corresponding sounds.	0 1 2 (Not Scored for Grades 1-2)
1a.iii.	Materials provide explicit instruction and teacher modeling in printing and forming the 26 letters (uppercase and lowercase).	0 1 2 (Not Scored for Grades 1-2)
1a.iv.	Materials provide opportunities for student practice in printing and forming the 26 letters (uppercase and lowercase).	0 1 2 (Not Scored for Grades 1-2)
1b.	Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of letter recognition and printing letters (as indicated by the program scope and sequence).	0 1 2 (Not Scored for Grades 1-2)

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

Total Available Points	<b>10</b>	Meets: 9-10 Partially Meets: 5-8 Does Not Meet: < 5
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**Criterion 1.2**  
**Phonemic Awareness\***  
 (Grades K-1 only)

Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonemic awareness.

Indicators + Scoring Criteria	Scoring
1c. Scope and sequence clearly delineate the sequence in which phonemic awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence.	0 2 4 (Not Scored for Grade 2)
1d. Materials include systematic and explicit instruction in phonemic awareness with repeated teacher modeling.	0 2 4 (Not Scored for Grade 2)
1e. Materials include daily, brief lessons in phonemic awareness.	0 2 4 (Not Scored for Grade 2)
1f. Materials regularly and systematically offer assessment opportunities that measure student progress in phonemic awareness (as indicated by the program scope and sequence).	0 2 4 (Not Scored for Grade 2)

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

*\*Criterion 1.2 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.*

Total Available Points	<b>16</b>	Meets: 14-16* Partially Meets: 8-13 Does Not Meet: < 8
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**Criterion 1.3  
Phonics (Foundational Decoding and  
Encoding)\***

Materials emphasize explicit, systematic instruction of Phonics, including instruction in letter-sound relationships, blending sounds to read words, and segmenting sounds to spell words.

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.	0 2 4
1h. Materials are absent of the three-cueing system.	0 4
1i. Materials, questions, and tasks provide reasonable pacing where phonics (decoding and encoding) skills are taught one at a time and allot time where phonics skills are practiced to automaticity, with cumulative review.	0 2 4
1j. Materials include systematic and explicit phonics instruction with repeated teacher modeling.	0 2 4
1k. Materials include frequent practice opportunities for students to decode and encode words that consist of common and newly-taught sound and spelling patterns.	0 2 4
1l. Spelling rules and generalizations are taught one at a time at a reasonable pace. Spelling words and generalizations are practiced to automaticity.	0 2 4
1m. Materials include decodable texts with phonics aligned to the program’s scope and sequence and opportunities for students to use decodables for multiple readings.	0 2 4
1n. 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).	0 2 4

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

*\*Criterion 1.3 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.*

Total Available Points	<b>32</b>	Meets: 30-32* Partially Meets: 16-29 Does Not Meet: < 16
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**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		
1o. 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.	0	1	2
1p. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity of high-frequency words.	0	1	2
1q. Materials include explicit instruction in syllabication and morpheme analysis and provide students with practice opportunities to apply learning.	0	2	4
1r. Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence).	0	2	4

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

Total Available Points	<b>12</b>	Meets: 10-12 Partially Meets: 6-9 Does Not Meet: < 6
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**Criterion 1.5**  
**Reading Fluency Development\***  
**(Grades 1-2 Only)**

Materials provide systematic and explicit instruction and practice in oral reading fluency by mid-to-late 1st and 2nd grade. Materials for 2nd grade oral reading fluency practice should vary (decodables and grade-level texts). Instruction and practice support students' development of accuracy, rate, and prosody to build fluent, meaningful reading.

Indicators + Scoring Criteria	Scoring
1s. Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in oral reading fluency.	0 2 4 (Not Scored for K)
1t. Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain automaticity and prosody beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).	0 2 4 (Not Scored for K and early Grade 1)
1u. Materials regularly and systematically offer assessment opportunities that measure student progress in oral reading fluency (as indicated by the program scope and sequence).	0 2 4 (Not Scored for K)

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

*\*Criterion 1.5 is non-negotiable. Instructional materials being reviewed must score Meet Expectations in this criterion to proceed to Gateway 3.*

Total Available Points (Grades 1-2)	<b>12</b>	Meets: 10-12* Partially Meets: 6-9 Does Not Meet: < 6
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Total Available Points in Gateway 1 (Kindergarten)	<b>70</b>	Meets: 63-70 Partially Meets: 35-62 Does Not Meet: < 35
Total Available Points in Gateway 1 (Grade 1)	<b>72</b>	Meets: 64-72 Partially Meets: 36-63 Does Not Meet: < 36
Total Available Points in Gateway 1 (Grade 2)	<b>56</b>	Meets: 50-56 Partially Meets: 28-49 Does Not Meet: < 28

# Gateway 3

## Teacher and Student Supports

Gateway 3 Overview	Available Points	
<b>Criterion 3.1: Teacher Supports</b> Indicators 3a-3i Materials include embedded guidance to support effective implementation of foundational skills instruction and build teacher knowledge of grade-level expectations.	<b>13</b>	
<b>Criterion 3.2: Student Supports</b> Indicators 3j-3.MLL Materials are designed for each child's regular and active participation in grade-level foundational skills content and include embedded supports for student access, engagement, and differentiation.	<b>4</b>	
<b>Criterion 3.3: Intentional Design</b> Indicators 3r-3u The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.	<b>Narrative Evidence Only</b>	
<b>Total Available Points in Gateway 3</b>	<b>17</b>	Meets: 15-17 Partially Meets: 9-14 Does Not Meet: < 9

## Criterion 3.1 Teacher Supports

Materials include embedded guidance to support effective implementation of foundational skills instruction and build teacher knowledge of grade-level expectations.

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 supporting students' foundational literacy development.	0 2 4
3b. Materials contain full, adult-level explanations and examples of the foundational skills concepts included in the program so teachers can improve their own knowledge of the subject.	0 2 4
3c. Foundational skills lessons are well-designed and take into account effective lesson structure and pacing. Content can reasonably be completed within a regular school year, and the pacing allows for maximum student understanding.	0 2 4
3d. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the foundational skills program and suggestions for how they can help support student progress and achievement.	Narrative Evidence Only
3e. Note: Content for this indicator is fully addressed in 3b, which covers adult-level explanations and examples of foundational skills concepts. No separate scoring is required.	
3f. Materials embed consistent teacher guidance for the use of instructional tools and supports necessary for foundational skills instruction.	0 1
3g. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessments and assessment materials clearly denote which standards are being emphasized.	Narrative Evidence Only
3h. <i>This is not an assessed indicator in ELA.</i>	
3i. <i>This is not an assessed indicator in ELA.</i>	

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

Total Available Points	<b>13</b>	Meets: 11-13 Partially Meets: 7-10 Does Not Meet: < 7
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## Criterion 3.2 Student Supports

Materials are designed for each child's regular and active participation in grade-level foundational skills content and include embedded supports for student access, engagement, and differentiation.

Indicators + Scoring Criteria	Scoring
3j. Materials provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards.	0 2 4
3k. <i>This indicator is not assessed in reviews of K-2 ELA foundational skills supplements.</i>	
3l. <i>This indicator is not assessed in reviews of K-2 ELA foundational skills supplements.</i>	
3m. <i>This indicator is not assessed in reviews of K-2 ELA foundational skills supplements.</i>	
3n. <i>This indicator is not assessed in reviews of K-2 ELA foundational skills supplements.</i>	
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.	Narrative Evidence Only
3p. <i>This is not an assessed indicator in ELA.</i>	
3q. <i>This is not an assessed indicator in ELA.</i>	
3.MLL. Materials provide embedded supports to help multilingual learners (MLLs) develop foundational reading and writing skills. Instruction draws on oral and home language resources and reflects the interdependence of language and literacy development.	Narrative Evidence Only

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

Total Available Points	<b>4</b>	Meets: 4 Partially Meets: 2 Does Not Meet: < 2
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**Criterion 3.3  
Intentional Design**

Materials include a visual design that is engaging and supportively organized, and integrate 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.	Narrative Evidence Only
3s. <i>This indicator is not assessed in reviews of K-2 ELA foundational skills supplements.</i>	
3t. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.	Narrative Evidence Only
3u. 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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Total Available Points in Gateway 3	<b>17</b>	Meets: 15-17 Partially Meets: 9-14 Does Not Meet: < 9
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