



Review Criteria

English Language Arts

Foundational Skills

v1.0

Table of Contents

About EdReports.org 3

About Our Tools..... 3

Review Criteria5

Gateway 1: Alignment to Standards and Research-Based Practices for Foundational Skills Instruction5

 Overview5

 Criterion 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge) (K-1 only).....6

 Criterion 1.2: Phonological Awareness (K-1)7

 Criterion 1.3: Phonics (K-2)7

 Criterion 1.4: Word Recognition and Word Analysis.....8

 Criterion 1.5: Decoding Accuracy, Decoding Automaticity, and Fluency.....9

Gateway 2: Implementation, Support Materials, and Assessment10

 Overview.....10

 Criterion 2.1: Guidance for Implementation, Including Scope and Sequence.....11

 Criterion 2.2: Decodable Texts12

 Criterion 2.3: Assessment and Differentiation13

 Criterion 2.4: Effective Technology Use and Visual Design14

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.

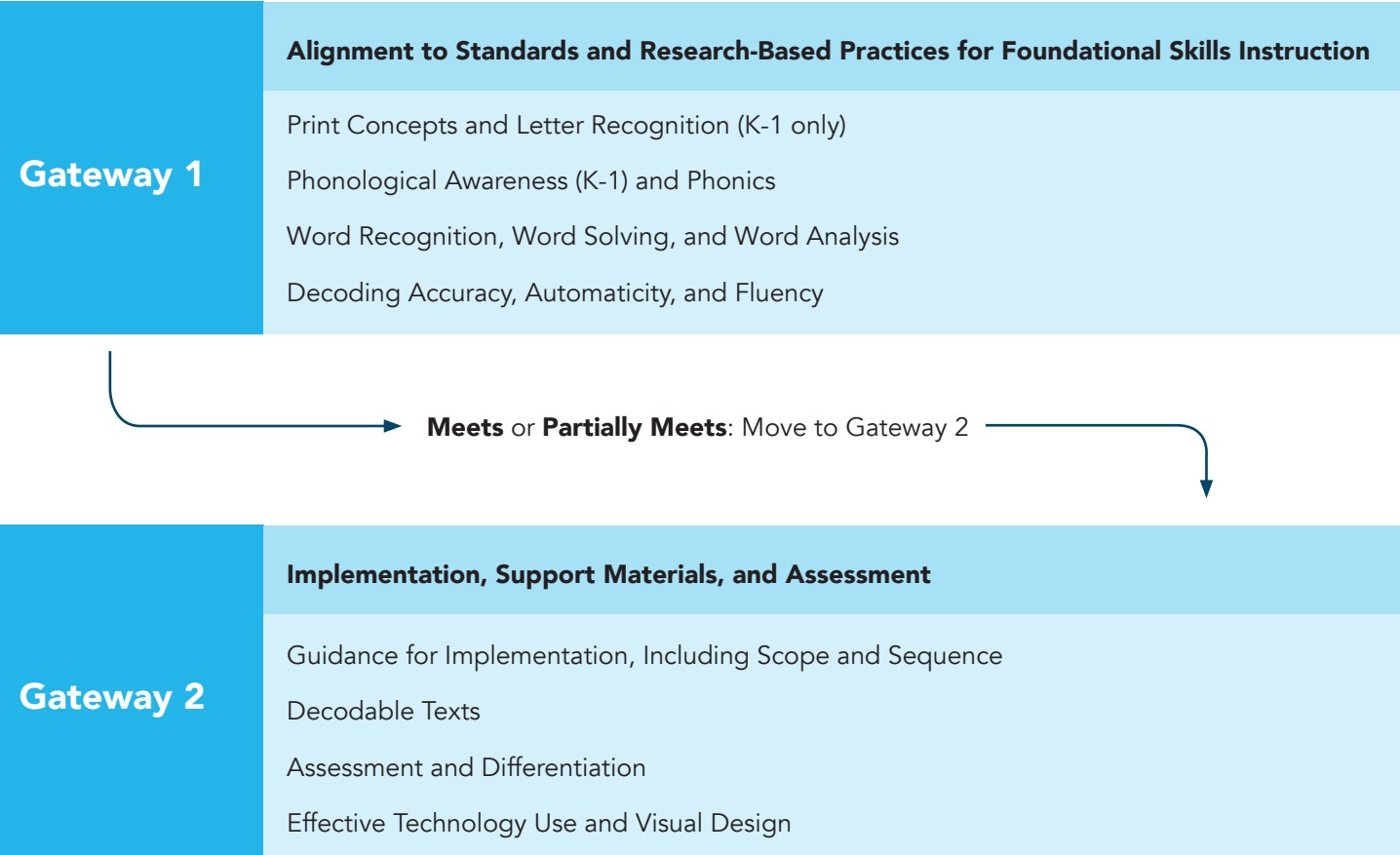
About Our Review Tools

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' Review Criteria 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 Foundational Skills Materials



Gateway 1

Alignment to Standards and Research-Based Practices 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.

Gateway 1 Overview		Available Points
Criterion 1.1: Print Concepts and Letter Recognition (Alphabet Knowledge) (K-1 only) Indicators 1a-1b Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition.		10 (Kindergarten) 4 (Grade 1)
Criterion 1.2: Phonological Awareness (K-1 only) Indicators 1c-1e Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonological awareness (K-1).		12
Criterion 1.3: Phonics Indicators 1f-1j Materials emphasize explicit, systematic instruction of researched-based and/or evidence-based phonics (K-2).		20
Criterion 1.4: Word Recognition and Word Analysis Indicators 1k-1m Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.		8
Criterion 1.5: Decoding Accuracy, Decoding Automaticity, and Fluency Indicators 1n-1q Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).		8 (Kindergarten) 16 (Grade 1) 12 (Grade 2)
Total Available Points in Gateway 1 (Kindergarten)	58	Meets: 52-58 Partially Meets: 28-51 Does Not Meet: <28
Total Available Points in Gateway 1 Total (Grade 1)	60	Meets: 52-60 Partially Meets: 30-51 Does Not Meet: <30
Total Available Points in Gateway 1 Total (Grade 2)	40	Meets: 32-40 Partially Meets: 20-31 Does Not Meet: <20

► **Criterion 1.1:**
Print Concepts and Letter Recognition
(Alphabet Knowledge) (Grades K-1 only)

Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition.

Indicators	Scoring
1a. Letter Identification	
1ai. Materials provide explicit instruction for letter identification of all 26 letters (uppercase and lowercase). (K)	0 1 2 (Not Scored for Grades 1-2)
1aii. Materials engage students in sufficient practice of letter identification. (K)	0 1 2 (Not Scored for Grades 1-2)
1aiii. Materials embed letter identification practice in meaningful print use. (K)	0 1 2 (Not Scored for Grades 1-2)
1aiv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)	0 1 2 (Not Scored for Grade 2)
1b. Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)	0 1 2 (Not Scored for Grade 2)

Total Available Points (Kindergarten)	10	Meets: 8-10 Partially Meets: 6-7 Does Not Meet: <6
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Total Available Points (Grade 1)	4	Meets: 3-4 Partially Meets: 2 Does Not Meet: <2
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► Criterion 1.2: Phonological Awareness (K-1)

Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K-1).

Indicators	Scoring
1c. Materials have frequent opportunities for students to engage in phonological awareness activities during Kindergarten and early Grade 1.	0 2 4 (Not Scored for Grade 2)
1d. Materials provide explicit instruction in phonological awareness through systematic modeling across the K-1 grade band.	0 2 4 (Not Scored for Grade 2)
1e. Materials provide practice of each newly taught sound (phoneme) and sound pattern across the K-1 band.	0 2 4 (Not Scored for Grade 2)

**Total
Available
Points**

12

**Meets: 8-12
Partially Meets: 6-7
Does Not Meet: <6**

► Criterion 1.3: Phonics (K-2)

Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).

Indicators	Scoring
1f. Materials emphasize explicit phonics instruction through systematic and repeated modeling.	0 2 4
1g. Materials include frequent practice opportunities for students to decode words that consist of common and newly-taught sound and spelling patterns and provide opportunities for students to review previously taught phonics skills.	0 2 4
1h. Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence.	0 2 4
1i. Materials include frequent practice opportunities for students to build/manipulate/spell and encode grade-level phonics, including common and newly-taught sound and sound patterns.	0 2 4
1j. Materials provide application and encoding of phonics in activities and tasks. (mid K-Grade 2)	0 2 4

**Total
Available
Points**

20

**Meets: 16-20
Partially Meets: 10-15
Does Not Meet: <10**

► **Criterion 1.4: Word Recognition and Word Analysis**

Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.

Indicators	Scoring
1k. Materials include systematic instruction of high-frequency words and opportunities to practice reading of high-frequency words to develop automaticity.	0 1 2
1l. Materials provide frequent practice opportunities to read and write high-frequency words in context (sentences).	0 1 2
1m. Materials explicitly teach word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis) based based on the requirements of the standards and provide students with frequent practice opportunities to apply word analysis strategies.	0 2 4

**Total
Available
Points**

8

**Meets: 6-8
Partially Meets: 4-5
Does Not Meet: <4**

► **Criterion 1.5: Decoding Accuracy, Decoding Automaticity, and Fluency**

Materials provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).

Indicators	Scoring
1n. Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1.	0 2 4 (Not Scored for Grade 2)
1o. Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency. (Grades 1-2)	0 2 4 (Not Scored for K)
1p. Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).	0 2 4 (Not Scored for K and early Grade 1)
1q. Materials provide teacher guidance to support students as they confirm or self-correct errors (Grades 1-2) and emphasize reading for purpose and understanding.	0 2 4

Total Available Points (Kindergarten)	8	Meets: 6-8 Partially Meets: 4-5 Does Not Meet: <4
Total Available Points (Grade 1)	16	Meets: 12-16 Partially Meets: 8-11 Does Not Meet: <8
Total Available Points (Grade 2)	12	Meets: 8-12 Partially Meets: 6-7 Does Not Meet: <6

Gateway 1 Total (Kindergarten)	Total Available Points	58	Meets: 50-58 Partially Meets: 29-49 Does Not Meet: <29
Gateway 1 Total (Grade 1)	Total Available Points	60	Meets: 52-60 Partially Meets: 30-51 Does Not Meet: <30
Gateway 1 Total (Grade 2)	Total Available Points	40	Meets: 32-40 Partially Meets: 20-31 Does Not Meet: <20

Gateway 2

Implementation, Support Materials, and Assessment

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: Guidance for Implementation, Including Scope and Sequence Indicators 2a-2e Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.		20 (Grades K-1) 16 (Grade 2)
Criterion 2.2: Decodable Texts Indicator 2f Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.		8
Criterion 2.3: Assessment and Differentiation Indicators 2g-2i Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.		22 (Kindergarten) 24 (Grade 1) 20 (Grade 2)
Criterion 2.4: Effective Technology Use and Visual Design Indicators 2j-2n Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.		Narrative Evidence Only
Total Available Points in Gateway 2 (Kindergarten)	50	Meets: 44-50 Partially Meets: 24-43 Does Not Meet: <25
Total Available Points in Gateway 2 (Grade 1)	52	Meets: 46-52 Partially Meets: 26-45 Does Not Meet: <26
Total Available Points in Gateway 2 (Grade 2)	44	Meets: 37-44 Partially Meets: 22-36 Does Not Meet: <22

► Criterion 2.1: Guidance for Implementation, Including Scope and Sequence

Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics and word recognition, fluency, and print concepts.

Indicators	Scoring
2a. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.	0 2 4
2b. 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, as necessary.	0 2 4
2c. 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
2d. Order of Skills	
2di. Scope and sequence clearly delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence. (K-1)	0 2 4
2dii. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence.	0 2 4 (Not Scored for Grade 2)
2e. 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

Total Available Points (Grades K-1)	20	Meets: 16-20 Partially Meets: 10-15 Does Not Meet: <10
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Total Available Points (Grade 2)	16	Meets: 12-16 Partially Meets: 8-11 Does Not Meet: <11
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▶ Criterion 2.2: Decodable Texts

Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.

Indicators	Scoring
2f. Aligned Decodable Texts	
2fi. 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
2fii. Materials include decodable texts with high- frequency words aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.	0 2 4

**Total
Available
Points**

8

**Meets: 6-8
Partially Meets: 4-5
Does Not Meet: <4**

▶ Criterion 2.3: Assessment and Differentiation

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

Indicators		Scoring		
2g. Regular and Systematic Opportunities for Assessment				
2gi.	Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence) (K-1).	0	1	2
2gii.	Materials regularly and systematically offer assessment opportunities that measure student progress of phonological awareness (as indicated by the program scope and sequence). (K-1)	0	1	2
2giii.	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). (K-2)	0	1	2
2giv.	Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence). (K-2)	0	1	2
2gv.	Materials regularly and systematically offer assessment opportunities that measure student progress in fluency (as indicated by the program scope and sequence). (1-2)	0	1	2
2h.	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.	0	1	2
2i. Differentiation for Instruction: Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding grade-level standards.				
2i.i.	Materials regularly provide all students, including those who read, write, speak, or listen in a language other than English with extensive opportunities for reteaching to meet or exceed grade-level standards.	0	2	4
2i.ii.	Materials regularly provide all students, including those who read, write, speak, or listen below grade-level with extensive opportunities for reteaching to meet or exceed grade-level standards.	0	2	4
2i.iii.	Materials regularly provide extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade-level.	0	2	4

► Criterion 2.3: Assessment and Differentiation (cont.)

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

Total Available Points (Kindergarten)	22	Meets: 18-22 Partially Meets: 11-17 Does Not Meet: <11
Total Available Points (Grade 1)	24	Meets: 20-24 Partially Meets: 12-19 Does Not Meet: <12
Total Available Points (Grade 2)	20	Meets: 16-20 Partially Meets: 10-15 Does Not Meet: <10

► Criterion 2.4: Effective Technology Use and Visual Design

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

Indicators	Scoring
2j. Digital materials (either included as a supplement 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	Narrative Evidence Only
2k. Materials support effective use of technology to enhance student learning.	Narrative Evidence Only
2l. Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.	Narrative Evidence Only
2m. Materials can be easily customized for local use.	Narrative Evidence Only
2n. 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

Total Available Points	Narrative Evidence Only	Meets: n/a Partially Meets: n/a Does Not Meet: n/a
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Gateway 1 Total (Kindergarten)	Total Available Points	50	Meets: 44-50 Partially Meets: 25-43 Does Not Meet: <25
Gateway 1 Total (Grade 1)	Total Available Points	52	Meets: 46-52 Partially Meets: 26-45 Does Not Meet: <26
Gateway 1 Total (Grade 2)	Total Available Points	44	Meets: 37-44 Partially Meets: 22-36 Does Not Meet: <22