HIGH SCHOOL ELA EVIDENCE GUIDES

High School ELA
Quality Instructional Materials Tool
Evidence Guides

GATEWAY 1

Guidance for Indicator 1a
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1a. Anchor texts are of publishable quality and worthy of especially careful reading.

What is the purpose of this indicator?
This indicator, along with the other indicators of Gateway 1, determine the focus of instructional materials to facilitate knowledge in a logical way. This indicator focuses on the anchor texts within a set of instructional materials. Quality text is rich in language, engaging, grade-level appropriate, and relevant. It encompasses universal and multiple multicultural themes that are timeless and integrate other content areas. Quality text can be examined multiple times for multiple purposes. It is used to expand big ideas, build academic vocabulary, and facilitates access to future texts. Ideally, texts are engaging while providing students opportunities to gain and broaden their knowledge base and personal perspectives on a variety of topics at various levels of depth/meaning that lead to the development of a well-rounded individual and facilitate access to future texts (e.g., well-crafted, content-rich, stretches thinking or grows knowledge, engages students of the intended age, avoids stereotypes as well as one-dimensional characters).

Research or Common Core connection:
"For classroom use, worthy texts are those that allow readers to reflect on themselves and their actions; invite them in the worlds of others; understand the biological, social, or physical world; or solve problems that are timely and important. Texts worthy of instruction also allow students to develop their literary prowess and become informed citizens. Although there is not a clear-cut definition and wide-spread agreement about worthy texts, there are texts worth studying" (Fisher and Frey, 2012, p. 2).

Evidence collection:

Finding the evidence:
- Review the CCSS ELA Anchor Standards.
- Review the Appendix A of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the Appendix B for excerpts of listed texts below and review the text complexity, quality, and range.

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

Team discussion:

Preparing for discussion—questions to ask yourself:
- Are the anchor texts rich in language? Do they provide academic vocabulary?
- Do most anchor texts over a year's worth of instructional materials encompass multiple themes and topics?
- Do most anchor texts provide rich characterizations (v. one-dimensional characters)?
- Are nonfiction and informational texts grounded in high quality, accurate, and factual information? Are procured informational texts from trustworthy sources and authors?
- What evidence do you have that anchor texts are of publishable quality?
- If units contain text sets operating as anchor texts, how do they work together as quality texts?

Guidance for Indicator 1a

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1a. Anchor texts are of publishable quality and worthy of especially careful reading.

During the discussion:
- Where did you find rich language and academic vocabulary in the anchor texts? Did any anchor texts lack rich language and academic vocabulary or accurate factual information?   - What themes/topics were included in the materials?   - Are there anchor texts that are not of publishable quality?   - Discuss any questions that were not answered by this curriculum.   - Look for consensus about which indicators were met fully and partially.   - Agree on final ratings.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- 80%-100% of anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality.
- Anchor texts are well-crafted, content rich, and include a range of student interests, engaging students at the grade level for which they are placed.
- Anchor texts do not require revision nor supplements in order to ensure quality.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- 75% -- 80% of anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality.
- Anchor texts are well-crafted, content rich, and include a range of student interests, engaging students at the grade level for which they are placed.
- Anchor texts do not require revision or supplements in order to ensure quality.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Fewer than 75% of Anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality.
- Anchor texts are well-crafted, content rich, and include a range of student interests, engaging students at the grade level for which they are placed.
- Anchor texts do not require revision or supplements in order to ensure quality.

Guidance for Indicator 1b

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

What is the purpose of this indicator?
This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way. In order to maintain quality and rigor, materials must meet the appropriate level of text complexity for each grade level according to quantitative and qualitative analysis. The texts and/or text sets show how materials build in complexity throughout the year and across grade levels. NOTE: ALL standards in CCSS ELA are accounted for in evidence gathering between indicators 1a and 1c. Instructional materials must include a balance informational text options and literary text options in order to facilitate student access to a variety of genres. This indicator identifies those opportunities existing for students at each grade level to read or actively listen to informational text and literature.
Research or Common Core connection:
"In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world. In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing." (CCSS Website) High school English and ELA programs will vary in terms of their core content. Some courses will be literature-focused, with the balance of CCSS ELA delivered to students over other coursework (e.g. science, social studies, and technical subjects). In other courses, the balance text types may be achieved within the ELA class. Developers will identify in indicator 1e their rationale and explanation for their approach. For comprehensive programs: if the rationale is not outlined in 1e, defer to the "70% informational/ 30% literary" recommendation as outlined by the standards.
Evidence collection:

Finding the evidence:
- Review grade level standards that address required text types and genres for the grade level of materials being reviewed.
- Review the CCSS ELA Appendix B for excerpts of listed texts below (See p. 31 of the standards for details on how literature and informational texts are defined.)
- **RECORD the text types that span the year. Identify at least 2 representative examples from each quarter. Be sure to note literary/informational as well as the subtype**
- Do the selections reflect a variety of text types and genres? Record the variety and balance, noting specific numbers of each type, as applicable.
- Are any genres or text types required by grade-level standards missing? List these to include in report.
- Note the type(s) and titles for your example.
- List your examples chronologically OR order them by type so teachers understand the distribution and need for possible supplementation.

In the instructional materials being reviewed:
- Review the instructional materials Table of Contents for literary and informational texts.

Guidance for Indicator 1b

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level.

- Review the literary and informational texts that anchor the year's worth of curriculum.
- Identify the balance of literary and informational texts.
- Review the Appendix, Teacher Resource, or other source for text complexity analysis and rationale on provided texts.

Scoring:
This item is not scored.

Guidance for Indicator 1c.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1c. Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis.

Indicator: What is the purpose of this indicator?
This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way. In order to maintain quality and rigor, materials must meet the appropriate level of text complexity for each grade level according to quantitative and qualitative analysis. This indicator identifies the materials are the correct "ingredients" for the grade level. This indicator identifies that core texts (which all students will read) are appropriately placed for the grade level. **This indicator DOES NOT call out the progression among texts, only the qualities of the texts themselves. It is a companion to 1d.** To identify text complexity, we use a two or three-step process. First, identify that the quantitative measure of the text falls within the grade band. Second, identify the qualitative features of the text. If they meet these requirements for the grade/grade band, you're done. If they fall outside the band (above or below), then go to step three for further information: identify the associated tasks and reader considerations.

Research or Common Core connection:
"…the Standards define a three-part model [quantitative, qualitative, reader & task considerations) for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading Standard 10)" (Appendix A, p. 4). Students in grades 9-12 must have access to career- and college- ready texts by the time they graduate. Texts within each grade may be of a variety of quantitative and qualitative levels, but must provide access to robust materials so they can access post- high-school texts upon graduation.

Evidence collection:

Finding the evidence:
- Review the [Measuring Text Complexity Three Factors](#)
- Review the [New Research on Text Complexity](#)
- Review the Quantitative Grade Bands and the [Qualitative Rubrics](#)
- Review sample texts from the CCSS ELA [Appendix B](#) that are examples of appropriately complex texts at each grade level.

In the instructional materials being reviewed:

START WITH 1E. After your team scores 1e, come back to 1c.
You're looking for the overall/aggregate text complexity within each grade. Are most of the texts the right level for the grade(s)? If NO, do the tasks included make the text appropriate for the grade?

Note: the order of the texts is identified in 1d. 1c is only capturing the aggregate of texts over the year.

Review the Table of Contents for anchor texts.
- Look for evidence of texts' quantitative level (use associated metrics and check bands).
- Look for evidence of texts' qualitative level (see QUALITATIVE rubrics).
- **Identify** the range of quantitative levels over the course of the whole school year and list the numbers (for example, include the Lexile range).
- LOOK AT OTHER REPORTS to see how this is formatted for guidance.

Guidance for Indicator 1c.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1c. Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis.

- **Pre-group, choose ~ 2 examples from each quarter of the year that are most representative of the range. (I.e.** Some texts fall on the lower end of the suggested band, such as ## and ## at ###, while others are at the higher end of the range, such as ## and ##)
- **Identify the qualitative features** of the texts using the associated rubrics. Select ~2 examples from each quarter of the year that represent appropriate features and make a few notes. If 1e materials don't include this, feel free to check with EdReports staff to help.
- **You can list these as either a section on quantitative + a section on qualitative, OR choose examples and outline the quantitative + qualitative for both per example.**
- **For texts that are far above/below** the proposed range, do a Reader/Task analysis and ascertain whether or not the text + task is appropriate. If there are few of these, include them at your discretion.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- Most (75-100 %) Anchor texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. (note: "extra" texts that are student-specific aren't counted.)
- Anchor texts are placed at the appropriate grade level.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
- 50-75 % of anchor texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.
- Anchor texts are placed at the appropriate grade level.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
- Fewer than 50% of anchor texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.
- Anchor texts are placed at the appropriate grade level.

Guidance for Indicator 1d.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1d. Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

What is the purpose of this indicator?
This indicator, along with the other indicators of Gateway 1, determines the focus of instructional materials to facilitate knowledge in a logical way at each grade level. Across a student's year, engaging with instructional materials, texts should increase in rigor and complexity, in turn growing students' literacy skills as they advance month-to-month and year-to-year. To do this, careful attention must be paid to the collection of anchor texts and the design of instruction with those texts and text sets.   This indicator identifies the organization/ placement of texts in general, showing how texts are arranged, so students will encounter opportunities building to independent reading at the end of the school year as outlined by the standards themselves. Texts should not "stair-step." Texts included should be accompanied with guidance and tasks to build students' skills over the course of a school year, providing opportunities for growth for students below proficiency to accelerate and those above grade level to continue to grow as well.   For texts in 9-12, it is increasingly imperative that students have access to work with texts that prepare them for post-12th grade reading, study, and analysis.

Research or Common Core connection:
"In the CCSS, qualitative measures serve as a necessary complement to quantitative measures, which cannot capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text" (CCSS Appendix A New Research on Text Complexity, p. 8).   For grades 9-10, texts and text sets should continue to promote students' access to reading grade level texts by the end of the year. For grades 11-12, texts and text sets should incorporate a gradual release to accessing college- and career-level materials so students are poised to engage in credit-bearing coursework post-graduation.

Evidence collection:

Finding the evidence:
- Review the CCSS ELA Anchor Standards.
- Review the Appendix A of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the Supplemental Information for Appendix A.
- Review the Appendix B for excerpts of listed texts below and the text complexity, quality and range. Note the guidance around increasing text complexity from grade to grade.
- Be sure to look at texts using all three text complexity measures: quantitative, qualitative, and reader and task.

Consider the progression of the student experience should the course be deployed with fidelity. At the end of each year, will students have access to the appropriate levels of work? For 11-12, students should see an increase in texts that are closer to the expectations of credit-bearing college coursework and career documents.

Guidance for Indicator 1d.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1d. Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

Note that ensuring students have access to rigorous tasks (writing, speaking, and listening) also may necessitate some texts be quantitatively "lower."

Look over the information your team has for 1e and what you've discovered for 1c. 1d is about the *placement* of the texts and levels in 1c. Does it make sense? Would the teacher end up reorganizing things?

Look at the first quarter texts: do they make sense for an incoming student to the grade?
Look at the fourth quarter texts. Are they supportive of the anticipated level of rigor expected in the following grade?

In the instructional materials being reviewed:
- Review the prefatory/ introductory materials and identify the organization of increasingly complex text across the year. Note any guidance regarding which texts might be done in which order, curriculum mapping, sequencing, etc.
- Identify "early year" readings for each grade and any that are "mid-year" or "end of year." Sorting into 4 quarters is preferred.
- Review assessments accompanying anchor texts and text sets. Identify if the assessments require increasing skills in reading across the unit/section/ year.
- Review the Table of Contents for literary and informational texts.
- Review text sets, and look for a variety of text complexities to provide access for students (see the text complexity rationale and reader/task consideration),
- Review Appendix, Teacher resources, or other sources for text complexity analysis and rationale on provided texts. **Note the presence of this analysis is scored in 1e.

Team discussion:

Preparing for discussion—questions to ask yourself:
- Are anchor texts and texts sets providing grade level material that increases literacy skills when sequenced over the course of the school year?
- What supplementary/ text set materials accompany the anchor texts? Do those additional texts also increase in complexity over the course of the year?
- Compare a student's experience with texts in the first quarter to his/her experience with text in the last quarter.
- Do teacher materials include direction for differentiation/scaffolding that also provides guidance around increasing students' ability to access complex texts?
- How are texts increasing in complexity? (e.g., Which component(s) of the complexity analysis are most prevalent, if any?)
- Do assessments provide teachers a good "picture" of reading ability increasing over the course of the school year?
- What supports exist for the teacher to identify student proficiency and growth in literacy skills?

During discussion:
- Which texts are out of order in the sequencing of advancing students increasing literacy skills? Is this supportive of students' overall literacy development? Why or why not?
- How are different components of literacy skills supported as texts become more complex?
- What supports exist for teachers to identify at which level(s) students are reading?

Guidance for Indicator 1d.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1d. Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (Series of texts should be at a variety of complexity levels).

- What supports exist for teachers to identify, monitor, and support students' improvement in reading across a school year?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- The complexity of anchor texts students read provide an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth.
- Series of texts include a variety of complexity levels.
- The complexity of anchor texts supports students' proficiency in reading independently at grade level at the end of the school year as required by grade level standards. (for 11-12: materials should be supporting students' toward reading materials in credit-bearing college coursework and/or authentic career documents)

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- The complexity of anchor texts students read provides an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth.
- Series of texts include a variety of complexity levels.
- The complexity of anchor texts supports students' proficiency in reading independently at grade level at the end of the school year as required by grade level standards.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- The complexity of anchor texts students read provides an opportunity for students' literacy skills to increase across the year, encompassing an entire year's worth of growth.
- Series of texts include a variety of complexity levels.
- The complexity of anchor texts supports students' proficiency in reading independently at grade level at the end of the school year as required by grade level standards.

Guidance for Indicator 1e.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1e. Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.

What is the purpose of this indicator?
This indicator identifies guidance to support teachers as they plan to employ the instructional materials for their students. Instructional materials can be used with more efficacy (and efficiency) when teachers have a comprehensive and accurate representation of the text complexity of anchor texts, text sets, and other work within a year's worth of materials. Also, for teachers who may choose to use materials out of recommended sequence, a clear and accurate analysis of grade level/complexity is crucial to ensure students grow their literacy skills.

Research or Common Core connection:
"The Standards presume that all three elements [quantitative, qualitative, and reader & task] will come into play when text complexity and appropriateness are determined" (Appendix A, p. 5).

Evidence collection:

Finding the evidence:
- Review the Appendix A of the CCSS ELA, focusing on the research and guidance around text complexity.
- Review the Supplemental Information for Appendix A: New Research on Text Complexity.

In the instructional materials being reviewed:
- Look in the front matter of texts, prefatory/informational materials, appendices and indexes, and for any stand-alone rationales that outline text complexity metrics and methodology used for the materials.
- Look within the Teacher Edition (and possibly the Student Edition), and professional learning/development components to identify points in the instruction that show complexity analyses.
- Note that different quantitative measures may be used, as well as different wording regarding qualitative measures and reader/task considerations. However, all three components should be identified as part of the rationale.
- Look for the presences of rationale, suggested use, and possible professional learning supports.
- Identify how the developer has provided support for the teacher around how and why texts were placed and are used in the curriculum.
- Identify if the included analysis shows coherence/ connections of building complexity in certain areas (e.g. program-specific focus, such as purpose/theme, structure, language, knowledge demands, etc.)
- The analysis should provide information to support teachers in scaffolding/differentiating to support students' access into the texts.

Team discussion:

- Is there an analysis of anchor texts, series of texts, and text sets for the year-long grade level materials?
- Does the analysis use the appropriate metrics for the grade level (quantitative, qualitative, and reader/task consideration)?
- Does the analysis consider text complexity and increasing rigor (mentioned in indicators 1c and 1d)?
- Is the analysis and support useful to teachers in planning? Is there support for teachers who want to use texts in different ways/times?
- Does the analysis include reference to research- and evidence-based best practices for increasing students' reading skills?

Guidance for Indicator 1e.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1e. Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.

• Does the rationale explain how/why texts were chosen or placed in the materials?

Scoring:
2 points: Materials meet ALL of the requirements of this indicator.   • Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and a rationale for educational purpose and placement in the grade level.   • Both the rationale and the analysis present accurate information.   **1 point: Materials DO NOT meet ALL of the requirements of this indicator.**   **The materials are missing AT LEAST 1 of the following:**   • Anchor text analysis   • Series of text analysis   • Rationale for educational purpose and placement in the grade level.   • Analysis or rationale contains accurate information.   **0 points: Materials DO NOT meet ANY of the requirements of this indicator.**   **The materials are missing ALL of the following:**   • Anchor text analysis   • Series of text analysis   • Rationale for educational purpose and placement in the grade level.   • Analysis or rationale contains accurate information.

Guidance for Indicator 1f.

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1f. Anchor and supporting texts provide opportunities for students to engage in a broad range of text types and disciplines as well as a volume of reading in service to achieve grade level reading proficiency.

What is the purpose of this indicator?
Instructional materials must include opportunities for students to read across a range and volume of text to achieve grade level reading independence. This indicator identifies those opportunities existing for students at each grade level to read a variety of genres and topics. Those opportunities provide a large quantity of texts for students to read. Beginning readers need many opportunities to practice reading.

Research or Common Core connection:
From the CCSS ELA: *Note on range and content of student reading* "To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success." For this indicator, consider the reading demands of adults (career, college, and general life). For 9-12, students should have access to long-term reading work, close reading, short texts, text sets, and different kinds of reading. Students' reading experiences should vary (e.g., not all in class, not all for homework; rather, a blend of experiences to grow their reading stamina). **To assure students have this access, materials provide some mechanism to identify students' progress. This may be an assessment component or a separate component that identifies students' ability to comprehend grade level texts. Note: Independent reading plans are identified in indicator 2h.

Evidence collection:

Finding the evidence:
- Review the CCSS ELA Anchor Standards for Reading.
- Review the Appendix B for excerpts of listed texts below and the text complexity, quality and range. Note the guidance around increasing text complexity from grade to grade.

In the instructional materials being reviewed:
- Review all materials for texts identified, suggested, and promoted as guided or independent reading, such as: the basal reader, anchor texts, guided readers, trade books, supplemental texts (print or online), and chapter books.
- Review anchor texts and text sets for range of text types, genres, disciplines, and topics.
- Review anchor texts and text sets for a volume of reading that include texts of varying lengths.

Team discussion:

Questions to think about before discussion:
- What is the amount of instructional time allocated for students to read independently with grade level text?

Guidance for Indicator 1f.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1f. Anchor and supporting texts provide opportunities for students to engage in a broad range of text types and disciplines as well as a volume of reading in service to achieve grade level reading proficiency.

- What is the amount of instructional time allocated for students read a breadth of texts on various topics?
- What is the amount of instructional time allocated for students to read a large quantity of texts?
- Are there multiple types of texts (e.g., short, long, story, clips, film) and multiple contexts included that allow students to build knowledge?
- Are there opportunities for students to build reading stamina while reading texts of various lengths for different amounts of time (e.g., in a single sitting, across multiple lessons/ class periods, etc.)?
- How is more challenging text suggested to students in the curriculum map?
- How are remedial texts suggested to students in the curriculum map?
- How are opportunities for student choice provided?
- How do instructional materials specifically address *range and volume* of reading? Consider whole texts, partial texts, and text sets.
- How do the materials attend to accountability for progress monitoring/ ensuring students are developing independence toward grade level at the end of the school year?
- Do the materials include any tools or supports for students to self-track/self-identify their own growth?

Scoring:

2 points: Materials meet ALL of the requirements of this indicator. (i.e.—the materials provide access to an appropriate breadth and depth reflective of the mission, vision, and demands of the standards)
- Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and disciplines to become independent readers at the grade level.
- Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- Materials include a mechanism for teachers and/or students to monitor progress toward grade level independence.

1 point: Materials DO NOT meet ALL of the requirements of this indicator. (i.e.—the materials partially provide access to an appropriate breadth and depth reflective of the mission, vision, and demands of the standards)
The materials are missing AT LEAST 1 of the following:
- Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and disciplines to become independent readers at the grade level.
- Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading as they grow toward reading independence at the grade level.
- Materials include a mechanism for teachers and/or students to monitor progress toward grade level independence.

0 points: Materials DO NOT meet ANY of the requirements of this indicator. (i.e., teachers will have to supplement with 50% or more texts to provide access to an appropriate breadth and depth reflective of the mission, vision, and demands of the standards)

The materials are missing ALL of the following:
- Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and disciplines to become independent readers at the grade level.

Guidance for Indicator 1f.

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1f. Anchor and supporting texts provide opportunities for students to engage in a broad range of text types and disciplines as well as a volume of reading in service to achieve grade level reading proficiency.

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

Guidance for Indicator 1g.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1g. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

What is the purpose of this indicator?
Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects of a text. Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate).

This indicator calls for the integration of the standards, highlighting that questions and tasks must be text-based to reflect the requirements of Reading Standard 1 (by requiring the use of textual evidence to support valid inferences from the text). Questions and tasks that are based on evidence from texts and text sets should be specific to the text (i.e., not "generic" questions that could be asked about any text).

Research or Common Core connection:

"Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times" (Brown & Kappes, 2012, p. 2).

Students will engage in questions that are broader than the texts themselves, but there should be coherence from the student discussion and task back to the texts. Tasks that meet this indicator are those that allow students to demonstrate their comprehension of texts (v. tasks that demonstrate ability of a specific skill). A program using mentor texts may have tasks that require students to understand the mentor text and then use it as a model for their own demonstration. This meets the expectations of this indicator.

Evidence collection:

Finding the evidence:
- Review grade-level standards that address required text types and genres for the grade level of materials being reviewed. Review the CCSS ELA standards for Review the **Reading, Writing** and Speaking and Listening. Pay careful attention to those standards calling out students' use of evidence to support their understanding and build literacy skills.

Look over the questions and tasks (start with those attached to the unit texts and end with bigger assessments). The goal of the indicator is that 80% of tasks and questions are related to the texts. The best way to think about this is to consider: could a student do this without reading/watching/listening/researching the text itself?

In the instructional materials being reviewed:
- Review the table of contents, materials appendices, and other support materials to identify attention to text-dependent questions and tasks.
- Review tasks and questions associated with texts, text sets, chapters/units.
- Look through student editions for questions and tasks that are text-dependent and text-specific. Identify questions and tasks that are *not* associated with a text or text set.
- Review teacher editions for directions/supports to build students' knowledge from the literal to the inferential and beyond when engaging with questions and tasks. Be sure to take into account the requirements of the standards of the grade level being reviewed.

Guidance for Indicator 1g.
Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1g. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

Team discussion:

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

During discussion:
- Share evidence of indicators.
- Do questions, tasks, and assignments require students to engage with text directly?
- Do the questions, tasks, and assignments support students' writing and speaking to demonstrate their understanding of reading that is specific to the text/text set under study?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
- Instructional materials include questions, tasks, and assignments that are text-dependent/specific over the course of a school year. 80%.
- Text-dependent/specific questions, tasks and assignments consistently support students' literacy growth over the course of the school year.
- Teacher materials provide complete support for planning and implementation of text-dependent questions, tasks, and assignments.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Instructional materials include questions, tasks, and assignments that are text-dependent/specific over the course of a school year.
- Text-dependent/specific questions, tasks and assignments consistently support students' literacy growth over the course of the school year.
- Teacher materials provide complete support for planning and implementation of text-dependent questions, tasks, and assignments.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Instructional materials include questions, tasks, and assignments that are text-dependent/specific over the course of a school year.
- Text-dependent/specific questions, tasks and assignments consistently support students' literacy growth over the course of the school year.
- Teacher materials provide complete support for planning and implementation of text-dependent questions, tasks, and assignments.

Guidance for Indicator 1g.

Criterion: Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

Indicator 1g. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

Guidance for Indicator 1h.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1h. Materials contain sets of high-quality sequences of text-dependent/specific questions and activities that build to a culminating task that integrates skills to demonstrate understanding.

What is the purpose of this indicator?

Questions that prompt thinking, speaking, and/or writing tasks focus on the central ideas and key details of the text, rather than superficial or peripheral aspects of a text. Reading and writing (and speaking and listening) are done in a cohesive learning environment, rather than separated out as discrete tasks (with rare exceptions where appropriate). High-quality sequences of text-dependent questions are prevalent and can address any of the following: sustained attention to making meaning from the text, rereading to gain evidence and clarity, and the acquisition of foundational skills, and support valid inferences from the text).

This indicator focuses on the culmination of a unit/section of learning, where sequences of high-quality text dependent questions, activities, and tasks are synthesized by students into an integrated production of speaking and/or writing. Texts, discussion, and assignment are arranged so that ideas develop from one lesson to another, incorporating print and digital texts. Materials should integrate speaking and listening and reading and writing, requiring students to marshal evidence to orally present findings from research as well as through writing.

Research or Common Core connection:

"Instructional support materials should focus on posing questions and writing tasks that help students become interested in the text and cultivate student mastery of the specific details and ideas of the text" (Coleman & Pimental, 2012, p. 7)

The purpose of this indicator is that tasks occur throughout the year that anchor students' learning and provide the teacher evidence of growing literacy skills in reading, writing, speaking and listening, and language. What we're looking for is coherence and a reasonable pattern of work. Non-example: read texts and have daily questions to answer and then nothing beyond that except a quarterly or semester test. Culminating tasks may occur weekly, at the end of texts or text sets, or in combination. They may be listed as assessments.

Note if the culminating tasks are connected to the sets of questions asked in 1g.

Evidence collection:

Finding the evidence:
- Review grade-level standards that address required text types and genres for the grade level of materials being reviewed. Review the CCSS ELA standards for Review the CCSS ELA Standards for Reading, Writing and Speaking and Listening. Pay careful attention to those standards calling out students' use of evidence to support their understanding and build literacy skills.
- Review Appendix B for Sample Performance Tasks at each grade level.

In the instructional materials being reviewed:
- Review the table of contents, materials appendices, and other support materials to identify attention to text-dependent questions and tasks and their associated culminating projects and tasks.
- Review culminating tasks and activities that anchor chapters, units, and/or topics. Consider tasks of different types and lengths that require students to pull knowledge gained through questions and tasks and integrates skills.
- Look through student edition materials for guidance around culminating work.
- Review assessment supports to identify how culminating tasks built with sequences of text-dependent/specific questions and tasks are connected to texts and text sets.

Guidance for Indicator 1h.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1h. Materials contain sets of high-quality sequences of text-dependent/specific questions and activities that build to a culminating task that integrates skills to demonstrate understanding.

- Review teacher editions for directions/supports to build students' knowledge from the literal to the inferential and beyond when engaging with questions and tasks.
- Look for how culminating tasks integrate standards in reading, writing, speaking, listening, and language.

Provide evidence of 2-4 culminating tasks for each quarter of the year. Include the way they're identified, the task students are asked to do, and why it's good/not good. Identify if tasks are connected to the preceding sets of TDQs (1g)

Team discussion:

Preparing for discussion—questions to ask yourself:
- Where are culminating tasks found within the instructional materials?
- What types of culminating tasks are found in the instructional materials? Are culminating tasks varied throughout the year, or do they repeat the same task or task type throughout materials?
- If students demonstrate proficiency in evidence-based questions and tasks, can they complete the grade-level culminating task at the end?

During discussion:
- Share evidence of indicators.
- Are the culminating tasks and activities synthesizing each unit/section of learning?
- Do the sequences support overall learning and demonstration of grade level standards proficiency?
- How do culminating tasks over the year's instruction support students' ability to achieve grade level literacy skills?
- Discuss any questions that were not answered by this curriculum
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-dependent questions and tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and/or writing.
- Culminating tasks are varied over the year.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-dependent questions and tasks.
- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and/or writing.
- Culminating tasks are varied over the year.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Culminating tasks of quality are evident across a year's worth of material.
- Tasks are supported with coherent sequences of text-dependent questions and tasks.

Guidance for Indicator 1h.

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

Indicator 1h. Materials contain sets of high-quality sequences of text-dependent/specific questions and activities that build to a culminating task that integrates skills to demonstrate understanding.

- Culminating tasks are rich and provide opportunities for students to demonstrate what they know and are able to do in speaking and/or writing.
- Culminating tasks are varied over the year.

Guidance for Indicator 1i.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

What is the purpose of this indicator?
This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to practice application of academic vocabulary and syntax and to build communication and presentation skills.   Materials should provide teachers guidance across the year's curricular materials to support students' increasing skills in collaboration, organizing information and opinion coherently, and presenting materials. Additionally, Speaking and Listening Standard 6 in grades 5-8 specifically supports students' abilities to "adapt speech to a variety of contexts and communicative tasks…"   This indicator specifically seeks to identify those materials that support students' growing skills in evidence-based discussions and academic vocabulary and syntax. This indicator is looking for year-long evidence to support the "Comprehension and Collaboration" standards in the Speaking and Listening strand around the use of academic language and syntax.

Research or Common Core connection:
"When they [students] enter school, students differ markedly in their vocabulary knowledge. The entire curriculum should address this vocabulary gap early and systematically or it will expand and accelerate" (Coleman & Pimental, 2012, p. 4).   Any effective program must incorporate strategies and approaches for educators to incorporate a classroom culture of text-based discussion. This includes respectful habits of mind and the ability to support assertions with evidence.   This indicator focuses on the LANGUAGE component, or the "how" of S&L within a program. Modeling vocabulary, engaging in the protocols of civil and useful discussion, and incorporating listening in a group is represented here.

Evidence collection:
Finding the evidence: - Review the CCSS ELA Anchor Standards in Speaking and Listening, paying special attention to the grade level(s) being reviewed.   - Review the CCSS ELA Standards in Language.   - Specifically look at L.1 and L.3.   - Review Appendix A of CCSS ELA, focusing on the research around speaking and listening, language, and vocabulary.   - Use evidence of argumentation   - Application of academic language   - Materials support student-led conversations that initiate/sustain/explore the conversations   - Conversation prompts that promote diverse perspectives   - An emphasis on Speaking/Listening as it pertains to presenting   - guided discussion questions offered that allow for both LOTS and HOTS questions?   - offer suggestions/options for best practice discussion methods

Guidance for Indicator 1i.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

- -"encourage the modeling and use?" How would materials do this? Through teacher instruction/examples.

Find examples that span the 4 quarters of the year. Are these built in daily? Per unit? Are their anchor S&L activities, or are they set aside as a separate activity? Note if the materials identify these actions as "optional" or if they build in time for the class to engage in the regular instructional minutes.

In the Instructional Materials being reviewed:
- Look in the table of contents, appendices, and core supports for sections/ guidance around how students will use discussions and speaking and listening.
- Attend to speaking and listening/discussion lessons that specifically identify academic vocabulary and syntax.
- Look in the introductory materials for specific methodology and information about how the materials employ speaking and listening skills.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review any "speaking and discussion" questions following/accompanying texts, chapters/units, etc.

Team discussion:

Questions to ask yourself prior to discussion:
- Are discussions and speaking/questioning prompts accompanied by a year-long approach to developing skills over the course of the school year?
- Do discussions and protocols include a focus on syntax study and development?
- Do discussions and protocols include a focus on learning and applying academic vocabulary appropriately to the grade level standards?
- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?
- Are discussion questions/scenarios are provided to model practice in speaking, listening, collaborating, and presenting ideas?
- Are discussions modeled in materials?
- Are models and examples provided for students to practice building their speaking skills and are they grade level appropriate. (e.g., use of graphic organizers, sentence stems, or discussion protocols)?
- Are specific directions given that guide students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence?

During discussion:
- Share evidence of indicators.
- Are the opportunities for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax found throughout the whole year's materials?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.

Guidance for Indicator 1i.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1i. Materials provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

- Materials provide multiple opportunities, protocols, and questions for discussions across the whole year's scope of instructional materials. The number of opportunities provided will adequately address and promote students' ability to master grade level speaking and listening standards.
- Materials and supports provide grade level appropriate opportunities for discussions that encourage the modeling and use of academic vocabulary and syntax.
- Teacher materials provide support and direction for teachers to fully implement grade level standards and grow students' speaking and listening skills.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials provide multiple opportunities, protocols, and questions for discussions across the whole year's scope of instructional materials. The number of opportunities provided will adequately address and promote students' ability to master grade level speaking and listening standards.
- Materials and supports provide grade level appropriate opportunities for discussions that encourage the modeling and use of academic vocabulary and syntax.
- Teacher materials provide support and direction for teachers to fully implement grade level standards and grow students' speaking and listening skills.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Materials provide multiple opportunities, protocols, and questions for discussions across the whole year's scope of instructional materials. The number of opportunities provided will adequately address and promote students' ability to master grade level speaking and listening standards.
- Materials and supports provide grade level appropriate opportunities for discussions that encourage the modeling and use of academic vocabulary and syntax.
- Teacher materials provide support and direction for teachers to fully implement grade level standards and grow students' speaking and listening skills.

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

What is the purpose of this indicator?
Students who are career and college ready in Speaking and Listening can engage effectively in a range of speaking and listening activities. They listen to others (and to multimedia resources) to build knowledge and hone their attention to gaining understanding from multiple sources. They understand how to prepare for engagements with groups as active participants, synthesizing information and thinking critically and respectfully as they share their stances on issues and topics. This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to practice sharing information they have summarized and synthesized and present research they have individually and/or in groups conducted. Speaking and listening work should be embedded across the year's instruction, rather than only appear as culminating or "stand alone" tasks. Materials should provide teachers guidance and touch points across the year's curricular materials to support students increasing skills. The CCSS ELA standards for Speaking and Listening support students' engagement and development of these skills over time. The standards break the basics of these skills into categories which increase in rigor according to the grade level expectations. The "big picture" is outlined by Anchor Standards: Comprehensive & Collaboration and Presentation of Knowledge and Ideas.
Research or Common Core connection:
"Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it," Appendix A, p. 26). This indicator couples with 1i to capture the year-long work students engage with in terms of speaking and listening. For 1j, we capture the WHAT of the speaking and listening. Is the S&L work included linked to the reading and listening being done by students? Similar to 1g, are the speaking tasks associated with the material? These speaking and listening tasks should provide the teacher an understanding of what students comprehend from the texts consumed. For HS students, communicating on a specific topic and staying on that topic with relevant interest is key to engaging in CCR work.
Evidence collection:

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

Finding the evidence:
- Review the CCSS ELA Standards for Speaking and Listening for the grade level(s) being reviewed.
- Review the CCSS anchor standards for Reading, Writing, and Language.

In the instructional materials being reviewed:
- Look in the introductory materials for specific information about how the materials employ speaking and listening skills.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review reading and research tasks to identify suggested speaking and listening activities are incorporated.
- Look to see if discussion questions are provided and are sequenced to increase the rigor.
- Look to see if students have multiple opportunities across chapters, units, and the school year to engage in evidence based discussions.
- Look for models and examples provided for students to practice building their speaking skills and that they are grade level appropriate (e.g., the use of graphic organizers, sentence stems, or discussion protocols).
- Look for specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.
- Look for opportunities for students to demonstrate independence in speaking and listening.

Team discussion:

Preparing for discussion—questions to ask yourself:
- How much instructional time is dedicated to students' practicing and applying speaking and listening skills?
- Are frequent differentiated opportunities provided, or only one or two models/examples?
- How do lessons (and/or culminating tasks) incorporate students' demonstrations or presentations to show what they are learning through reading and researching?

- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?

- How do materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

During discussion:
- Share evidence of indicators.
- When used as designed, do materials provide authentic opportunities to support students' growth in speaking and listening?
- Do the materials connect speaking and listening to reading and research?
- Is speaking and listening supported across the year's materials?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking (and discussions) about what they are reading and researching (shared projects) with relevant follow-up questions and supports. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing quality evidence of AT LEAST 1 of the following:
- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities that increase in rigor over the school year.
- Speaking and listening work requires students to marshal evidence from texts and sources.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing quality evidence of ALL of the following:
- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

What is the purpose of this indicator?
Students who are career and college ready in Speaking and Listening can engage effectively in a range of speaking and listening activities. They listen to others (and to multimedia resources) to build knowledge and hone their attention to gaining understanding from multiple sources. They understand how to prepare for engagements with groups as active participants, synthesizing information and thinking critically and respectfully as they share their stances on issues and topics._ This indicator supports students' practice and application of their speaking and listening skills in concert with their practice in reading for understanding. Students should be provided multiple opportunities to work with partners, small groups, and when appropriate, large groups, to practice sharing information they have summarized and synthesized and present research they have individually and/or in groups conducted. Speaking and listening work should be embedded across the year's instruction, rather than only appear as culminating or "stand alone" tasks. Materials should provide teachers guidance and touch points across the year's curricular materials to support students increasing skills. The CCSS ELA standards for Speaking and Listening support students' engagement and development of these skills over time. The standards break the basics of these skills into categories which increase in rigor according to the grade level expectations. The "big picture" is outlined by Anchor Standards: Comprehensive & Collaboration and Presentation of Knowledge and Ideas.

Research or Common Core connection:
"Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it," Appendix A, p. 26). This indicator couples with 1i to capture the year-long work students engage with in terms of speaking and listening. For 1j, we capture the WHAT of the speaking and listening. Is the S&L work included linked to the reading and listening being done by students? Similar to 1g, are the speaking tasks associated with the material? These speaking and listening tasks should provide the teacher an understanding of what students comprehend from the texts consumed. For HS students, communicating on a specific topic and staying on that topic with relevant interest is key to engaging in CCR work.
Evidence collection:

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

Finding the evidence:
- Review the CCSS ELA Standards for Speaking and Listening for the grade level(s) being reviewed.
- Review the CCSS anchor standards for Reading, Writing, and Language.

In the instructional materials being reviewed:
- Look in the introductory materials for specific information about how the materials employ speaking and listening skills.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Review reading and research tasks to identify suggested speaking and listening activities are incorporated.
- Look to see if discussion questions are provided and are sequenced to increase the rigor.
- Look to see if students have multiple opportunities across chapters, units, and the school year to engage in evidence based discussions.
- Look for models and examples provided for students to practice building their speaking skills and that they are grade level appropriate (e.g., the use of graphic organizers, sentence stems, or discussion protocols).
- Look for specific direction that guides students and teachers to support evidence-based discussions, rather than allowing students to rely on opinion with no evidence.
- Look for opportunities for students to demonstrate independence in speaking and listening.

Team discussion:

Preparing for discussion—questions to ask yourself:
- How much instructional time is dedicated to students' practicing and applying speaking and listening skills?
- Are frequent differentiated opportunities provided, or only one or two models/examples?
- How do lessons (and/or culminating tasks) incorporate students' demonstrations or presentations to show what they are learning through reading and researching?

- Do materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and building on others' ideas?

- How do materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others, in a grade-appropriate way?

During discussion:
- Share evidence of indicators.
- When used as designed, do materials provide authentic opportunities to support students' growth in speaking and listening?
- Do the materials connect speaking and listening to reading and research?
- Is speaking and listening supported across the year's materials?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.

Guidance for Indicator 1j.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1j. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing quality evidence of AT LEAST 1 of the following:
- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities that increase in rigor over the school year.
- Speaking and listening work requires students to marshal evidence from texts and sources.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing quality evidence of ALL of the following:
- Speaking and listening instruction is applied frequently over the course of the school year and includes facilitation, monitoring, and instructional supports (such as clear directions for implementation) for teachers.
- Materials include practice of speaking and listening skills that support students' increase in ability over the course of the school year.
- Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied grade-level-appropriate speaking and listening opportunities.
- Speaking and listening work requires students to marshal evidence from texts and sources.

Guidance for Indicator 1k.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1k. Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

What is the purpose of this indicator?

The standards call for authentic integration of writing with reading (as well as speaking, listening, and language) To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

This indicator supports students engaging in writing work across the whole school year that include a mix of on-demand writing, short and focused projects, and strong process writing activities (e.g., multiple drafts, revision processes, protocols, and review). Writing instruction should not be a set of assignments for students to do; rather, writing instruction must include skill introduction, practice, application, and refinement. To support students' literacy development in writing, materials must provide ample time and tasks to build these skills.

Research or Common Core connection:

Graham and Harris (2015) write, "The outcome is accomplished in a problem space where the actors use writing tools in an ongoing interaction with others (peers and teachers) to shape the paper that is being produced over time in a shared direction" (p. 9).

Writing standards (OVERARCHING) for this indicator include (but may not be limited to) attention to:

Anchor Standard:
        Produce clear and coherent writing in which the development, organization, and style are appropriate to
        task, purpose, and audience.

Grade
        11-12 W.11-12.4
        Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

        9-10   W.9-10.4
        Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

and
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade
        11-12 W.11-12.5
        Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

Guidance for Indicator 1k.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1k. Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

> **audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12)**
>
> **9-10   W.9-10.5**
> **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10)**
>
> *and also*
> **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time**
> **frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
>
>
> Grade
> **11-12   W.11-12.10**
> **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
>
> **9-10   W.9-10.10**
> **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**
>
> ***If you find evidence of the quality of the writing program *overall,* that evidence goes to 2f.**
> **** evidence about the *type/mode* of writing goes into 1l.**
> ****evidence about writing to texts/anchoring for claims goes to 1m.**
> **** evidence about research (specifically) goes to 2g.**

Evidence collection:

Finding the evidence:
- Review the CCSS Writing standards (anchor standards).
- Review the CCSS Writing standards for the grade level materials being reviewed.
- Review the CCSS Writing standards for the grades above and below the grade level being reviewed.

In the Instructional Materials being reviewed:
- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look in the Teacher Edition for materials that show a progression and/or distribution of writing types and skills. Identify amounts of instructional time assigned/suggested to on-demand writing practice and production, to process and writing development, and to short and long research and presentation projects.
- Review lesson plans in Teacher Edition that show curriculum maps and supports for on-demand and process writing plans.

Guidance for Indicator 1k.

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

Indicator 1k. Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

• Look for indicators of new writing skills, practice activities, application activities, and writing in context. • Look in assessments sections and identify writing assignments and tasks. • Look in instructional sections promoting research writing and presentation skills. • Review any digital materials and resource options.
Team discussion:
Preparing for discussion—questions to ask yourself: • Do writing tasks and projects include learning, practice, and application of writing skills? • Are the writing tasks and projects varied? Do they provide students with choices? • Are writing tasks supported/connected to texts and/or text sets? • Do writing assignments and tasks include process writing support with opportunities and guidance to revise and edit work? Are there suggestions and guidance for multiple draft development? • Do materials include on-demand writing tasks? • Do the teacher materials include guidance or support for pacing of writing over shorter and extended periods of time appropriate to the grade level being reviewed? **During discussion:** • Share evidence of indicators. • Are students provided a variety of opportunities to write and improve their writing throughout the course of the school year? • Look for consensus about which indicators were met fully and partially. • Agree on final ratings.
Scoring:
2 points: Materials meet ALL of the requirements of this indicator. • Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction • Opportunities for students to revise and/or edit are provided • Materials include digital resources where appropriate. • Materials include short and longer writing tasks and projects. • Writing tasks and projects are aligned to the grade level standards being reviewed. • Materials attend to the demands of the writing standards for this indicator **1 point: Materials DO NOT meet ALL of the requirements of this indicator.** **The materials are missing AT LEAST 1 of the following:** • Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction. • Opportunities for students to revise and/or edit are provided. • Materials include digital resources where appropriate. • Materials include short and longer writing tasks and projects. • Writing tasks and projects are aligned to the grade level standards being reviewed. • **Materials partially attend to the demands of the writing standards for this indicator** **0 points: Materials DO NOT meet ANY of the requirements of this indicator.** **The materials are missing ALL of the following:** • Materials include a mix of BOTH on-demand and process writing that covers a year's worth of instruction.

Guidance for Indicator 1k.

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

Indicator 1k. Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

- Opportunities for students to revise and/or edit are provided.
- Materials include digital resources where appropriate.
- Materials include short and longer writing tasks and projects.
- Writing tasks and projects are aligned to the grade level standards being reviewed.
- Materials do not provide support for students to meet the standards included for this indicator

Guidance for Indicator 1l.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1l. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)

What is the purpose of this indicator?
The standards call for authentic integration of writing with reading (as well as speaking, listening, and language). To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.

This indicator focuses on the distribution of three different genres and modes of writing that the standards require for students. By the end of Grade 12, students should have mastered independence at the GL for each mode/genre. Materials to grow students' writing skills should encourage attention to different genres and modes comprehensively throughout a student's school year, rather than teaching skills in isolation

Writing tasks aligned to the standards may be associated with texts, text sets, or topics; some tasks may be student-driven demonstrations of writing skills learned and synthesized in class. Writing tasks should increase in rigor from the beginning to the end of the school year. Teacher materials to support students' writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent both in and out of class practicing, revising, and creating. A criterion for written pieces should be clearly defined and aligned to the standards. |

Research or Common Core connection:
"Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how…. Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure" (Appendix A, p. 23).
Evidence collection:

Finding the evidence:
- Review the CCSS Writing standards (anchor standards).
- Review the CCSS Writing standards for the grade level materials being reviewed. Note the specifics of grades 9-10 and 11-12. Note the specific genres and types of writing required by the grade level standards.
- For 9th grade, note the demands for Grade 8 students. As well.
- Note the specific distribution of genres and types of writing required by the grade level standards:
- Alternately, they may reflect blended forms in similar proportions (e.g., expository and opinion).

Please consider: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade

    11-12 W.11-12.2
    Write informative/explanatory texts to examine and convey complex ideas, concepts, and
    information clearly and accurately through the effective selection, organization, and analysis

Guidance for Indicator 1l.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1l. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)

> of content.
> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
> b .Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
> c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
> d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
> f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
>
> **9-10**   W.9-10.2
> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
> b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
> c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
> d. Use precise language and domain-specific vocabulary to manage the complexity of the
> e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
> f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
>
> **Also consider:**   **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
>
> Grade
> **11-12** W.11-12.3
> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Guidance for Indicator 1l.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1l. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)

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b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9-10   W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

You may also consider these standards as you collect the evidence:
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade

11-12   W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3)

9-10   W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

In the Instructional Materials being reviewed:
* Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
* Look for different genres/modes of writing.

Guidance for Indicator 1l.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1l. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)

- Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
- Look for Teacher's Edition materials that show a progression and/or distribution of writing types and skills.
- Look for indicators of new writing skills, guide writing, writing stems or cloze practice activities, application activities, and writing in context.
- Look in assessments sections and identify writing assignments and tasks.
- Identify student rubrics and checklists.
- Look for Teacher's Edition materials that show exemplars and student samples.

Team discussion:

Preparing for discussion—questions to ask yourself:
- Do the materials include a range of genres/modes of writing appropriate for the grade level?
- Are writing assignments and tasks present across the whole school year?
- How do writing assignments offer student choice?
- Do the materials include models/exemplars/ samples for students?
- Do the materials support teachers in planning for and monitoring students' writing development?

During discussion:
- Share evidence of indicators.
- Do materials provide a year's worth of writing instruction for students to address different genres and modes?
- Do the writing materials reflect the distribution required by the standards?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
- Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes of writing that reflect the distribution required by the standards.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports).
- Materials include sufficient writing opportunities for a whole year's use.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes of writing that reflect the distribution required by the standards.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports).
- Materials include sufficient writing opportunities for a whole year's use.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.

Guidance for Indicator 1l.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1l. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)

The materials are missing ALL of the following:
- Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes of writing that reflect the distribution required by the standards.
- Materials provide opportunities for students/teachers to monitor progress in writing skills.
- Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports).
- Materials include sufficient writing opportunities for a whole year's use.

Guidance for Indicator 1m.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1m. Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

What is the purpose of this indicator?
The standards call for authentic integration of writing with reading (as well as speaking, listening, and language) To achieve this integration of the strands, writing must be embedded across a school year with attention to text types and purposes, to production and distribution of writing tasks, to using writing as a vehicle for research and building knowledge, and range of writing activities.   This indicator focuses on writing to sources, a key task to grow students' literacy skills. Students are asked to use their writing to analyze and synthesize sources, as well as to present careful analyses, well-defended claims, and clear information. Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analyses, well-defended claims, and clear information.   Teacher materials to support students' writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent both in and out of class.
Research or Common Core Connection:
"Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence" (CCSS Introduction, p. 7).
Evidence collection:

Finding the evidence:
 • Review the CCSS Writing standards (anchor standards).
 • **Review the CCSS Writing standards for the grade level materials being reviewed**. Consider what's expected from the beginning of 9th to the end of 10th, and what's expected from the beginning of 11th to the end of 12th grade.*When collecting evidence for grade 9, consider the demands for students in grade 8.
 • Review the standards that support students' use of gathering evidence in Reading and Speaking & Listening
 	
 When seeking evidence here, consider the following standards. (Others may be considered as well, but these are our anchors):
 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and
         relevant and sufficient evidence.
 	
 Grade
         11-12 W.11-12.1
         Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
         a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
         b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Guidance for Indicator 1m.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1m. Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10   W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion,
and
clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade

11-12 W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and
a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or
b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

9-10   W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and
a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the

Guidance for Indicator 1m.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1m. Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

> **evidence is relevant and sufficient; identify false statements and fallacious reasoning").**
>
>
> *You may also consider materials that support this standard:*
> **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of**
> **each source, and integrate the information while avoiding plagiarism.**
>
> Grade
> **11-12 W.11-12.8**
> **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**
>
> **9-10 W.9-10.8**
> **Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.**
>
> **In the Instructional Materials being reviewed:**
> * Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
> * Identify which writing assignments are connected to texts and/or text sets, and which are stand-alone writing lessons and projects.
> * Look for Teacher Edition materials that show a progression and/or distribution of writing types and skills.
> * Look for indicators of new writing skills, practice activities, application activities, and writing in context.
> * Look in assessments sections and identify writing assignments and tasks.
> * Look for writing and culminating assignments that match up with the grade band distribution. Consider opportunities that promote evidence-based writing and analysis.
> * Materials should provide opportunities for students to address different genres of writing. Writing assignments should require students to use literature, informational text, poetry, and non-print sources.

Team discussion:

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

Guidance for Indicator 1m.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1m. Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

- Do writing tasks and projects increase in rigor over time?
- Are writing tasks, prompts, and projects varied over the course of the year or are they repeated?

During discussion:
- Share evidence of indicators.
- Do frequent writing opportunities provide students opportunities to practice and apply writing using evidence?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
- Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' analyses and claims developed from reading closely and working with texts and sources to provide supporting evidence.
- **Materials meet the grade level (GL) demands of the standards listed for this indicator.**

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' analyses and claims developed from reading closely and working with texts and sources to provide supporting evidence.
- **Materials only partially meet the GL demands of the standards listed for this indicator/materials only meet the demands of one of the standards listed for this indicator

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence.
- Writing opportunities are focused around students' analyses and claims developed from reading closely and working with texts and sources to provide supporting evidence.
- **Materials do not meet the GL demands for the standards listed for this indicator.

Guidance for Indicator 1n.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1n. Materials include instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application in context.

What is the purpose of this indicator?
Grammar and conventions are taught in a sequence consistent with the demands of the standards and are integrated with the reading and writing instruction. Some grammar, mechanics, and conventions may be taught explicitly (e.g., to *introduce* a concept) but materials should provide opportunities for students to grow their fluency with these standards through practice and application. Across a school year, materials should promote and build to students being able to apply conventions and other aspects of language within their own writing.

Research and/or Common Core connection:
"The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives" (CCSS Introduction, p. 8).

Evidence collection:
Finding the evidence: - Review the Language standards in the CCSS for grades 9 through 12.   - Review the specific Language standards for the grade level being reviewed.   - Make note of those specific standards that precede the grade level.   - Make note of those specific standards that come after the grade level.   **In the Instructional Materials being reviewed:**   - Review the table of contents and prefatory materials and identify how Language standards exercises, practice, and support are identified (separate sections, embedded, in writing, in speaking, etc.)   - Review appendices and indexes for Language Standards supports.   - Look through all materials for any core materials that are stand-alone instructional materials for Language standards.   - Look at how grammar and convention standards expectations are outlined (teacher scaffolding and students' independent application within their writing).   - Review assessment materials for any Language assessment items.   - Identify any Teacher Edition materials that support teachers in monitoring students' Language standards development.

Team discussion:
Preparing for discussion—questions to ask yourself: - How much instructional time is spent on language standards instruction?   - How are these standards taught (explicit sections, embedded, or both)?   - How do readings/texts support the acquisition and practice of grade level language standards (e.g., do they provide models of use)?

Scoring:
2 points: Materials meet ALL of the requirements of this indicator.   - Materials include instruction of all grammar and conventions standards for the grade level.   - Materials include opportunities for students to demonstrate application   - Materials provide opportunities for students to grow their fluency language standards through practice and application.   - Materials promote and build students' ability to apply conventions and other aspects of language within their own writing.

Guidance for Indicator 1n.
Criterion: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Indicator 1n. Materials include instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application in context.

- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.

1 point: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials include explicit instruction of all grammar and conventions standards for the grade level.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.
- Materials include opportunities for students to demonstrate application of skills
- Materials provide opportunities for students to grow their fluency language standards through practice and application.
- Materials promote and build to students being able to apply conventions and other aspects of language within their own writing.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Materials include explicit instruction of all grammar and conventions standards for the grade level.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.
- Materials include opportunities for students to demonstrate application of skills
- Materials provide opportunities for students to grow their fluency language standards through practice and application.
- Materials promote and build to students being able to apply conventions and other aspects of language within their own writing.
- Over the course of the year's worth of materials, grammar/convention instruction is provided in increasingly sophisticated contexts.

High School ELA
Quality Instructional Materials Tool
Evidence Guides

GATEWAY 2

Guidance for Indicator 2a
Criterion: Materials build knowledge through reading, writing, speaking, listening, and language.

Indicator 2a. Texts are organized around a topic/topics or themes to build students' knowledge and their ability to read and comprehend and analyze complex texts proficiently.

<table>
<tr><td colspan="1">What is the purpose of this indicator?</td></tr>
<tr><td></td></tr>
<tr><td>Reading a series of texts on a topic allows for greater academic vocabulary growth, as the knowledge students develop facilitates determining meaning of unknown or partially known words. A focused line of inquiry (tasks, activities, etc.) included for each set of connected texts to build knowledge for students increases students' abilities to build knowledge and subsequently build more vocabulary and reading ability.</td></tr>
<tr><td>Evidence collection</td></tr>
<tr><td>

• Look at all texts and text sets, including differentiated texts, in sequence
• Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of reading skills (e.g. how texts are organized, groupings, "units," sections, etc.)
• Look across units and chapters for guidance around how much/ how many texts students should read to build their reading to develop skill and to increase their knowledge.
• Review research projects and culminating tasks for suggested readings.
• Identify how the materials organize readings and tasks through cohesive themes and/or topics</td></tr>
<tr><td>Team discussion:</td></tr>
<tr><td>Questions to think about as you prepare for the team discussion
• Are the texts connected by cohesive topics and/or themes/lines of inquiry?
• Is the sequence of texts conducive toward scaffolding students toward the requirements of Standard 10?
• Are there sufficient opportunities for independent practice with the texts?</td></tr>
<tr><td>Scoring:</td></tr>
<tr><td>4 points (all of the following apply):
Texts are connected by cohesive topics/ themes/ lines of inquiry
There is a logical sequence of texts that scaffolds students toward Standard 10

2 points (any of the following apply):
Texts are not cohesively organized around common topics, themes, or lines of inquiry
The sequence of texts is only somewhat logical and may require changes to build to Standard 10

0 points (both of the following apply):
• Texts are unrelated to one another
• The texts are not arranged cohesively
</td></tr>
<tr><td></td></tr>
</table>

Guidance for Indicator 2b
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

What is the purpose of this indicator?
This indicator identifies sequences of questions and tasks that support students' development in skills around how to analyze the **components** of texts so they may navigate the content and be able to draw conclusions and articulate their evidence-based opinions. This indicator identifies directions for students to attend to language, key ideas, details, craft, and structures of texts. Students need to demonstrate ability to integrate multiple skills to attend to these standards and grow their skills in English Language Arts.

Evidence collection:

Finding the evidence:
- Review CCSS Reading Anchor Standards for Grades 9-12.
- Review CCSS Reading Literature and Informational Standards 1-9 for Grades 9-12, noting the progression of expectations across the grades and grade bands.

In the Instructional Materials being reviewed:
- Look at front matter of materials and read publisher directions and introduction to the design of teaching students how to navigate these textual components.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation among grades (e.g., how are "key ideas" attended to in each grade? Which elements of craft are highlighted in each grade?)
- Look at unit organization for a coherent "through line" of tasks and questions that focus on this type of analysis. (e.g., some chapter/unit questions are organized in this manner, often aligned with Depth of Knowledge-DOK, etc.)
- Review student writing and speaking and research tasks for evidence of students' need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).
- Look for questions that address key ideas and details, craft and structure, and integration of knowledge and ideas.

Team discussion:

Preparing for discussion—questions to ask yourself:
- For most texts, are students given opportunities to analyze text/texts and author's purposes?
- For most texts, are students given opportunities to identify key ideas and details?
- For most texts, are students given opportunities to analyze structure and craft?
- Are the tasks associated with language, key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?
- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit? (e.g. compare and contrast point of view; determine the meaning of words).
- Consider: if these questions are answered correctly and tasks are completed well, do they support students' grasp of the role each component plays in the text?

Guidance for Indicator 2b

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

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

During discussion:
- Share and discuss all evidence found in Teacher Edition and Student Edition, and introductory and assessment/curriculum map materials.   - Discuss any evidence of progression of the skills within standards as they are laid out across the year's worth of instructional materials (and, if applicable, how the standard grows students' knowledge and skills across grades).   - Discuss all applicable questions from above.
Scoring:
4 points: Materials meet ALL of the requirements of this indicator.   - For most texts, students are asked to analyze language and or author's word choice (according to grade level standards).   - For most texts, students analyze key ideas and details, structure, and craft (according to grade level standards)   - By the end of the year, most items are embedded in students' work rather than taught directly, increasing student independence.   - Questions and task will provide evidence of student understanding of the definitions and concepts of the components identified in each unit (e.g., ability to compare and contrast stories or texts, identify the use of illustrations within a text).   - The questions and tasks help students to make meaning and build understanding of texts and topics.   **2 points: Materials DO NOT meet ALL of the requirements of this indicator.** **The materials are missing AT LEAST 1 of the following:**   - For most texts, students are asked to analyze language and or author's word choice (according to grade level standards).   - For most texts, students analyze key ideas and details, structure, and craft (according to grade level standards)   - By the end of the year, most items are embedded in students' work rather than taught directly, increasing student independence.   - Questions and task will provide evidence of student understanding of the definitions and concepts of the components identified in each unit (e.g., ability to compare and contrast stories or texts, identify the use of illustrations within a text).   - The questions and tasks help students to make meaning and build understanding of texts and topics   **0 points: Materials DO NOT meet ANY of the requirements of this indicator.** **The materials are missing ALL of the following:**   - For most texts, students are asked to analyze language and or author's word choice (according to grade level standards).   - For most texts, students analyze key ideas and details, structure, and craft (according to grade level standards)   - By the end of the year, most items are embedded in students' work rather than taught directly, increasing student independence.   - Questions and task will provide evidence of student understanding of the definitions and concepts of the components identified in each unit (e.g., ability to compare and contrast stories or texts, identify the use of illustrations within a text).   - The questions and tasks help students to make meaning and build understanding of texts and topics

Guidance for Indicator 2b
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2b. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

Guidance for Indicator 2c

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

Indicator 2c. Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

What is the purpose of this indicator?
This indicator identifies sequences of text-dependent questions and tasks that support students' development in integrating knowledge and ideas across both individual and multiple texts. The focus of this indicator is how well the materials support students' development in *analysis* of knowledge and ideas. In Indicators 1g and 1h, text-dependent questions and subsequent culminating tasks were identified. This indicator builds on that identification to show the depth and integration of these questions and tasks, and identifies how they raise the level of rigor in the classroom beyond only literal interpretation. 2c identifies that questions and tasks are preparing students for career- and college- ready activities as they build knowledge and skills.

Evidence collection:

Finding the evidence:
- Review the CCSS ELA Reading Anchor Standards.
- Review the CCSS ELA Reading Standards (both Literature and Informational Text) for grades 3-8 (pp. 12-14 & 36-40).

In the instructional materials being reviewed:
- Look at front matter of materials and read publisher directions and introduction to the design of teaching students how to navigate these textual components.
- Look at unit organization for a coherent "through line" of tasks and questions that focus on this type of analysis. (e.g. some chapter/unit questions are organized in this manner, often aligned with DOK, etc.)
- Review student writing and speaking and research tasks for evidence of students' need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).
- Look for questions that address the integration of knowledge and ideas across texts.
- Look for questions that address analysis (describe, compare/contrast, explain, analyze) rather than recall of text elements.

Team discussion:

Preparing for discussion—questions to ask yourself:
- Do questions and tasks require students to use information from multiple texts?
- Do the questions integrate knowledge and ideas from multiple texts?
- Over the course of a year's set of instructional materials, are identified elements moved from being directly taught to embedded in student work at the end of the year?
- How does the teacher know from student work (questions and tasks) if students understand the definitions and concepts of the components identified in each unit? (e.g. identifying metaphors as well as understanding the purpose of metaphors; identifying the use of illustrations within a text).
- Consider: if these questions are answered correctly and tasks are completed well, do they support students' grasp of the role each component plays in the text?
- Are students challenged to think deeply, to read closely, and to synthesize information?

Scoring:

Guidance for Indicator 2c

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

Indicator 2c. Materials contain a coherently sequenced set of text-dependent and text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.

4 points: Materials meet ALL of the requirements of this indicator.
- Most sets of questions and tasks support students' analysis of knowledge and ideas.
- Materials provide guidance to teachers in supporting students' literacy skills.
- By the end of the year, integrating knowledge and ideas is embedded in students' work
- Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Most sets of questions and tasks support students' analysis of knowledge and ideas.
- Materials provide guidance to teachers in supporting students' literacy skills.
- By the end of the year, integrating knowledge and ideas is embedded in students' work
- Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Most sets of questions and tasks support students' analysis of knowledge and ideas.
- Materials provide guidance to teachers in supporting students' literacy skills.
- By the end of the year, integrating knowledge and ideas is embedded in students' work Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

Guidance for Indicator 2d
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2d. The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g., combination of reading, writing, speaking, listening).

What is the purpose of this indicator?
This indicator identifies one of the ways in which instructional materials support students' demonstration of knowledge and skills developed with ELA instruction. The questions and tasks, when answered/performed well (read: on standard level proficiency) by students, should indicate that the student will also be able to complete the culminating tasks. The culminating tasks should be of value to the student, should emphasize not only completion but also synthesis of more than one standard learned and practice, and should demonstrate knowledge learned over the course of a lesson, unit, or longer set of coursework. This indicator identifies this integration of skills to demonstrate knowledge of a topic.

Evidence collection:

Finding the evidence:
- Review the CCSS ELA Standards for Reading, Writing, Language, Speaking and Listening.
- Review CCSS Appendix B for sample for performance tasks (pgs. 53, 61, 70, 76, 89, 93).

In the instructional materials being reviewed:
- Look at front matter of materials and read publisher directions and introduction to the culminating tasks (possibly called "projects;" may be embedded in the assessment materials as well). Be sure to attend to appendices and support materials for any "optional" culminating tasks.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation (e.g., how are culminating tasks increasing in rigor and demonstration of skills? Are culminating tasks more cognitively rigorous, do they take more time, are they "longer," etc.?).
- Review student writing and speaking and research tasks for evidence of students' need to perform analysis of parts to complete quality cumulative assignments and tasks.
- Look at assessment components at culminating sections. Also look at ongoing assessment design.
- Look for questions and tasks that scaffold students' work to reach a culminating task.
- Identify WRITING culminating tasks as well as SPEAKING culminating tasks.
- Note tasks that leverage students' use of *technology.*
- Identify culminating tasks that attend to students' development of *research* skills.

Team discussion:

Preparing for discussion—questions to ask yourself:
- Are culminating tasks multifaceted (integrating reading, writing, speaking & listening, language), including comprehension standards and content knowledge?
- Do the tasks integrate knowledge and ideas from provided sources?
- Are questions provided to prepare students to complete a culminating task?
- Do the culminating tasks require students to demonstrate acquired knowledge?
- Do culminating tasks meet the intricacies of the grade level standards—for example, using multiple sources, including citations, offering peer feedback, and digital publication?
- How does the teacher know from student work (questions and tasks) if students are "on track" to completing a culminating task? (what evidence is in the Teacher Edition to support this? Is there any direction for students in the Student Edition to attend to their development to meeting standard?)
- How are culminating tasks used over the course of the year-long instructional materials (e.g., as assessments, as the next step in a learning progression, etc.)?

Guidance for Indicator 2d
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2d. The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g., combination of reading, writing, speaking, listening).

- Do culminating tasks allow students to demonstrate knowledge through integrated skills? (reading, writing, speaking, listening)

During the discussion:
- Share and discuss all evidence found in Teacher's Edition, Student Edition, and introductory and assessment/ curriculum map materials.
- Discuss how culminating tasks are used across the course of the year and across grade levels.
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level.
- Culminating tasks provide students opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening).
- Earlier questions and tasks will give the teacher usable information about the student's readiness (or whether they are "on track") to complete culminating tasks.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level.
- Culminating tasks provide students opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills. (reading, writing, speaking, listening).
- Earlier questions and tasks will give the teacher usable information about the student's readiness (or whether they are "on track") to complete culminating tasks.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Culminating tasks are provided and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level.
- Culminating tasks provide students opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills. (reading, writing, speaking, listening).
- Earlier questions and tasks will give the teacher usable information about the student's readiness (or whether they are "on track") to complete culminating tasks.

Guidance for Indicator 2e
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening and language.

Indicator 2e: Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

What is the purpose of this indicator?

This indicator identifies vocabulary instruction that is intentionally built into year-long plans to grow students' academic vocabulary (Tiers I, II, III) as well as support students' ability to transfer vocabulary skills to other contexts. Vocabulary instruction should be crafted to be embedded in context with attention to accelerating struggling students' vocabulary deficiencies as well as growing at- and above-GL readers' vocabulary development. Vocabulary instruction and focus should be thoroughly embedded in each part of a school year, with minimal "word lists" that are unrelated to the contexts of reading, writing, and research tasks in which students are engaging.
Opportunities to learn Tier II words are critical because Tier II words are often located in complex texts, but are not defined well by the context clues. When instructional materials note Tier II words for instruction, teachers can emphasize acquisition of the words for learning, which provides greater access to complex texts. Tier III words are content specific and more effectively learned through a coherent course of study (Appendix A).
"Key to students' vocabulary development is building rich and flexible word knowledge. Students need plentiful opportunities to use and respond to the words they learn through discussion, reading or being read to, and responding to what is read" (Appendix A, p. 32).

In RL 9.4-12.4 of the common core, the focus is on determining the meaning of words as they are used in text, focusing on figurative and connotative meanings of words. how word choice impacts meaning and tone including words with multiple meanings and "beautiful" language.

Evidence collection:

Finding the evidence:
* Review Appendix A for information about acquiring vocabulary (p. 32).
* Review Language Standards 4-6 about vocabulary acquisition and use in grades 3-8.
* In the instructional materials being reviewed:
* Look at front matter of materials and read publisher directions and introduction to all vocabulary sections.
* Identify any overall guidance for vocabulary development, including any plans to support students' development of Tier I, II, and III vocabulary.
* Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of vocabulary skills across grades.
* Identify any Teacher's Edition guidance about supporting cross-content vocabulary development (may be in "professional development" section, especially for grades 6, 7, 8)

Team discussion:

Preparing for discussion—questions to ask yourself:
* How is vocabulary development attended to in daily instruction? How is it identified in culminating tasks and assessments?

Guidance for Indicator 2e
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening and language.

Indicator 2e: Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

- Does instruction call for students to think about the meaning of words as opposed to memorizing definitions?
- Are any definitions provided in student-friendly language?
- Are word meanings taught with examples related to the text as well as examples from other contexts more familiar to students?
- How do the instructional materials provide support for the teacher to identify students' vocabulary development and understanding of words in and out of context?
- Is attention paid to vocabulary essential to understanding the text, and high value academic words?
- How do the instructional materials employ a year-long design?
- Do they demonstrate regularly occurring student interaction with vocabulary?
- Are checks for proficiency included?
- Is academic vocabulary introduced authentically?
- Is academic vocabulary repeated in a variety of contexts and used across texts?
- Are there opportunities for students to learn, practice, apply, and transfer words into familiar and new contexts?

During the discussion:
- Share and discuss all evidence found in Teacher's Edition, Student Edition, and introductory and assessment/ curriculum map materials.
- How does this design to support vocabulary development build across grade levels?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- Materials provide teacher guidance outlining a cohesive, regularly-occurring vocabulary development component.
- Vocabulary is repeated in various contexts (before texts, in texts, etc.) and across multiple texts.
- Attention is paid to vocabulary essential to understanding the text and to analyzing the purpose of word choices.
- Students are supported to accelerate vocabulary learning with vocabulary in their reading, speaking, and writing tasks.
- Opportunities are present for students to learn, practice, apply and utilize vocabulary in multiple contexts.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials provide teacher guidance outlining a cohesive, regularly occurring vocabulary development component.
- Vocabulary is repeated in various contexts (before texts, in texts, etc.) and across multiple texts.
- Attention is paid to vocabulary essential to understanding the text and to high value academic words.
- Students are supported to accelerate vocabulary learning with vocabulary in their reading, speaking, and writing tasks.
- Opportunities are present for students to learn, practice, apply and transfer words into familiar and new contexts

Guidance for Indicator 2e

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

Indicator 2e: Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/ language in context.

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0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:

- Materials provide teacher guidance outlining a cohesive, year-long vocabulary development component.
- Vocabulary is repeated in various contexts (before texts, in texts, etc.) and across multiple texts.
- Attention is paid to vocabulary essential to understanding the text and to high value academic words.
- Students are supported to accelerate vocabulary learning with vocabulary in their reading, speaking, and writing tasks.
- Opportunities are present for students to learn, practice, apply and transfer words into familiar and new contexts

Guidance for Indicator 2f
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2f: Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

What is the purpose of this indicator?

The standards call for students to develop and fine tune writing skills in a range of formal and informal tasks. Writing assignments should occur with regularity throughout the term of the course. Attention should be paid to the increasing development and complexity of writing skills within the course as well as the use of writing as a means of both expression and analysis.

In indicators 1k, 1l, 1m, and 1n, specific components of writing instruction are identified; this indicator addresses the big picture of students' engaging in writing work across the whole school year. Writing projects, tasks, and presentations must be aligned to the standards at the grade level. Substantial support must be provided for students to learn, practice and develop skills. Some writing components may be taught in isolation, but the overall written work of students must build to the production of clear, well developed compositions which meet the requirements of the standards.

Writing tasks aligned to the standards may be associated with texts, text sets, or a topic; some tasks may be student-driven demonstrations of writing skills learned and synthesized in class. Writing tasks should increase in rigor from the beginning to the end of the school year. Teacher materials to support students' writing development should include comprehensive supports, including well-designed lesson plans, models and/or exemplars, and protocols to support student writing. Materials should attend to not just end results of writing work, but also provide guidance for time spent both in and out of class practicing, revising, and creating.

Evidence collection:

Finding the evidence:
- Review Appendix A for information about acquiring vocabulary (p. 32).
- Review Language Standards 4-6 about vocabulary acquisition and use in grades 3-8.
- In the instructional materials being reviewed:
- Look at front matter of materials and read publisher directions and introduction to all vocabulary sections.
- Identify any overall guidance for vocabulary development, including any plans to support students' development of Tier I, II, and III vocabulary.
- Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of vocabulary skills across grades.
- Identify any Teacher's Edition guidance about supporting cross-content vocabulary development (may be in "professional development" section, especially for grades 6, 7, 8)

Team discussion:

Preparing for discussion—questions to ask yourself:
- Do the materials include support for students' writing instruction for a whole year's worth of instruction engaging students with the grade level writing standards?
- Are writing lessons, tasks, and projects authentically integrated with reading, speaking, listening, and language?

Guidance for Indicator 2f
Criterion: Materials build knowledge and understanding through reading, writing, speaking, listening, and language.

Indicator 2f: Materials contain a year long, cohesive plan of writing instruction and practice which support students in building and communicating substantive understanding of topics and texts.

- Do writing tasks and projects include learning, practice, and application of writing skills?
- Are the writing tasks and projects varied? Do they provide students with choices? How many are supported/connected to texts and/or text sets?
- Do teacher materials provide models, protocols, and plans to support implementation of the writing tasks, projects, and supports?
- Do the teacher materials include guidance or support for pacing of writing over shorter and extended periods of time appropriate to the grade level being reviewed?

During the discussion:
- Share evidence of indicators.
- Are there quality writing assignments and tasks that span the whole school year?
- Is writing instruction aligned to the grade level standards?
- Discuss any questions that were not answered by this curriculum.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Instructional materials include a variety of well-designed guidance, protocols, models, and support for teachers to implement and monitor students' writing development.
- Writing instruction supports students' growth in writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the year

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Instructional materials include a variety of well-designed guidance, models, and protocols, models, and support for teachers to implement and monitor students' writing development.
- Writing instruction supports students' growth in writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the year.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year.
- Instructional materials include a variety of well-designed guidance, models, and protocols, models, and support for teachers to implement and monitor students' writing development.
- Writing instruction supports students' growth in writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the year.

Guidance for Indicator 2g
Criterion: Materials build knowledge through reading, writing, listening, and language.

Indicator 2g: Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

What is the purpose of this indicator?
Indicator 2g focuses on providing students robust instruction, practice, and application of research skills as they employ grade level reading, writing, speaking and listening, and language skills. This indicator identifies instructional materials components that synthesize these skills and have students put them into practice as they simultaneously build knowledge about a topic (or topics).

Evidence collection:

Finding the evidence:
Note that research is explicitly identified in some standards (i.e., W.7, 8, 9) but is also dependent on reading, writing, speaking and listening, and language.

When reviewing, make sure to note the increasing demands of standards from grade level to grade level. Have the grade level you are reviewing at hand.

For example, note that Writing anchor standard 9 is not present in grade 3. It begins in grade 4 with "Draw evidence from literary or informational texts to support analysis, reflection, and research." In this grade students are asked to:
… read one or more texts
… gather evidence
… shared evidence/findings including their analysis and reflection

In Grade 6, W.6.7 is more rigorous: "Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources." Note that the 6th grade standard differs from the 4th not only in increased grade level reading materials but also in the tasks, where students are asked to:
… gather information from multiple sources (print and digital)
… employ technology skills (e.g., identifying credibility)
… employ quotation/paraphrasing skills
… provide bibliographic information for sources

In high school these skills ramp up to promote students' abilities to engage in career- and college- readiness activities.
Writing 9-12.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Focus is on:
1. The language of argument.
2. Analysis of topic and text.
3. Creating Claims.
4. Offering support for those claims through:
a. Reasoning (valid)

Guidance for Indicator 2g
Criterion: Materials build knowledge through reading, writing, listening, and language.

Indicator 2g: Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

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b. Evidence (valid and sufficient)
c. Appropriate citation of
sources MLA/APA

The primary difference in the 9-10 and 11-12 bands falls under 11-12.1 c:
Use specific rhetorical devices to support assertions (e.g. appeal to logos, ethos, or pathos)

In the instructional materials being reviewed:
- Look at front matter of materials and read publisher directions and introduction to all research projects/sections.
- Look at materials directions for scope and sequence, curriculum mapping, etc. that highlights vertical articulation of research skills across grades.
- Review the assessment materials for research-focused tasks (e.g., performance tasks, end of unit projects, cross-unit projects, etc.).
- Identify any Teacher Edition guidance about supporting cross-content and technology skills research development.

Team discussion:

Preparing for discussion—questions to ask yourself:
- Are research opportunities provided throughout the year's curricular materials?
- Is there explicit instruction in the research skills (vs. an assignment with no direct instruction, such as how to write a sequence of instructions)?
- What are the differences from research projects identified for the beginning of the year v. those identified for end of the year? Do projects increase in complexity?
- Do writing tasks require the generation of products which demonstrate thinking skills such as Analysis and Synthesis? Are these skills regularly addressed?

During the discussion:
- Share and discuss all evidence found in Teacher Edition, Student Edition, and introductory and assessment/ curriculum map materials.
- How does this design to support research skill development build across grade levels?
- Discuss all applicable questions from above.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.
- Determine evidence to be included in the final report.

Scoring:

4 points: Materials meet ALL of the requirements of this indicator.
- Research projects are sequenced across a school year to include a progression of research skills that build to student independence.
- Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic.

Guidance for Indicator 2g
Criterion: Materials build knowledge through reading, writing, listening, and language.

Indicator 2g: Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.

- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, and Language skills to synthesize and analyze multiple texts and source materials about a topic or topics.
- Resources for student research are suggested/provided to aid instruction as applicable. [1] [2]
- Research projects are varied throughout materials, students are provided with opportunities for both "short" and "long" projects across the course of a year and grade bands.

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Research projects are sequenced across a school year to include a progression of research skills that build to student independence.
- Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic. on a topic via provided resources.
- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, and Language skills to synthesize and analyze multiple texts and source materials about a topic or topics, per their grade level readings.
- Resources for student research are suggested/provided to aid instruction as applicable. [3] [4]
- Research projects are varied throughout materials, students are provided with opportunities for both "short" and "long" projects across the course of a year grades and grade bands.

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Research projects are sequenced across a school year to include a progression of research skills that build to student independence.
- Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic. on a topic via provided resources.
- Materials provide many opportunities for students to apply Reading, Writing, Speaking & Listening, and Language skills to synthesize and analyze multiple texts and source materials about a topic or topics, per their grade level readings.
- Resources for student research are suggested/provided to aid instruction as applicable. [5] [6]
- Research projects are varied throughout materials, students are provided with opportunities for both "short" and "long" projects across the course of a year grades and grade bands.

Guidance for Indicator 2h
Criterion: Materials build knowledge through reading, writing, speaking, listening, and language.

Indicator 2h. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

What is the purpose of this indicator?
Indicator 2g focuses on support to build students' reading abilities across a volume of work as they build knowledge and fluency. Beyond wide reading on a topic, volume of reading is critical to students' knowledge base and vocabulary. Students need practice building their perseverance to be able to navigate complex texts and those of varying lengths.

Evidence collection: questions to consider
When reviewing. make sure to note the increased demand of standards from grade level to grade level. Have the standards for the grade level you are reviewing at hand. • Look at materials directions for scope and sequence/ curriculum mapping/etc. that highlights vertical articulation of reading skills. • Look across units and chapters for guidance around how much/ how many texts students should read to build their reading to develop skill and to increase their knowledge. • Review research projects and culminating tasks for suggested readings.

Team discussion:
Part One: Questions to think about as you prepare for the team discussion • Are they organized with built in supports/scaffolds to foster independence? • Are procedures for independent reading included in the lessons? • Is there sufficient differentiation included to foster independence in all readers? • Is there a proposed schedule for when students will engage in independent reading? • Is there a tracking system (possibly with a student component) to ensure accountability for all readers? • Do materials support students' reading across a wide volume of texts at grade level and at different levels within the band? Are texts at different levels on the same topic as those on grade level? • What is the balance of in-class v. out of class time for reading independently? • Is the volume of reading sufficient to foster perseverance?   **Part Two: During Team Discussion** • Share and discuss all evidence found in TE, SE, and introductory and assessment/ curriculum map materials. • Discuss how the suggested readings will grow students' independent reading skills and over the course of the school year. • Consider how the instructional materials articulate across the year: does the volume of reading increase? Does it become more rigorous? • Discuss all applicable questions from above. • Look for consensus about which indicators were met fully and partially. • Agree on final ratings. • Determine evidence to be included in the final report.
Scoring:
4 points: Materials meet ALL of the requirements of this indicator. • Most texts are organized with built in supports/scaffolds to foster independent reading

Guidance for Indicator 2h
Criterion: Materials build knowledge through reading, writing, speaking, listening, and language.

Indicator 2h. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

- Procedures are organized for independent reading included in the lessons
- There is sufficient teacher guidance to foster independence for all readers
- There is a proposed schedule for independent reading
- There is a tracking system (which may include a student component) to track independent reading
- Student reading materials span a wide volume of texts at grade levels
- There is an appropriate balance of reading in and outside of class

2 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Many of the texts do not have scaffolds or supports to foster independence
- Few lessons include independent reading
- Differentiation is insufficient or absent to foster independence for all readers
- There is no tracking system for independent reading
- Student reading materials are not aligned to promote career- and college- reading
- The balance for reading in and out of class is inappropriate

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Independent reading is not a part of this curriculum

High School ELA
Quality Instructional Materials Tool
Evidence Guides

GATEWAY 3

Indicators 3a-3e:

3a. Materials are well-designed and take into account effective lesson structure and pacing.
3b. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.
3c. The student resources include ample review and practice resources, clear directions and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).
3d. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.
3e. The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Evidence collection:

Finding the evidence:
3a and 3b
- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher
    - Consider the days spent on lessons/activities versus assessments.
    - Examine the number of days recommended for re-teaching or extensions.
    - Are some lessons marked as optional or supplementary?
- Review lessons, student practice pages, and homework assignments.
- Review any teacher information provided on lesson purpose.
- Consider if there is too much or too little material. Students should be able to master ALL the grade-level standards by the end of the course.
- Use the questions below to gather evidence to inform the rating of these indicators:
    - Do the materials within the lesson allow students to learn at an appropriate pace for the given materials?
    - Are there any instances where the sequencing of assignments is haphazard in development?
    - Do the requirements of the lessons seem practical for teachers and students to complete in the suggested amount of time?

3c
- Review student, teacher, digital, and additional materials.
- Use the questions below to gather evidence to inform the rating of this indicator.
    - Do the student materials provide ample review and practice resources?
    - Are directions and explanations in student resources clear?

3d
- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.
- Review lessons, assessments, student practice pages, and homework assignments.
- Use the questions below to gather evidence to inform the rating of this indicator.
    - Is the alignment of each question, task, and assessment item provided?
    - Where is the alignment of each question, task, and assessment item found?

3e
- Examine the visual design and layout of teacher and student materials.
- Focus on the materials' visual appearance and ability to support student engagement.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning
Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

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

3a
- How are the lessons structured? How are the lessons sequenced?
- How much time is designated for each lesson?

3b
- This metric requires qualitative judgment; there is no exact number of days that is specified by the standards (e.g., every book does not need 180 lessons).
- Keep in mind that in a normal school year, instruction will not take place on each day due to re-teaching, assessment, field trips, etc.
- Consider if there is too much material or too little. Students should be able to master ALL the grade level standards by the end of the course.
- Be prepared to explain and justify your conclusion.
- Was there any information that you learned from the publisher's orientation that was valuable for this indicator? If so, include this information in the report.

3c
- What are the different types of review and practice resources?
- Do the student resources include directions and explanations?

3d
- Is documentation of the standards addressed by specific questions, tasks, and assessment items provided by the publisher?

3e
- What visual designs crate student engagement? What visual designs distract students?

During discussion:

3a
- Discuss the structure of the lessons and the amount of time dedicated to activities and assessments.
- Note any instances of unnatural sequencing within student assignments.

3b
- Consider if there is too much material or too little. Students should be able to master ALL the grade level standards by the end of the course.

3c
- Discuss the types of review and practice resources provided in the student materials.
- Note any instances of unclear directions or explanations.

3d
- Discuss the documentation of standards provided by the publisher. Is documentation provided for all questions, tasks, and assessment items?

3e
- Discuss whether the visual design has a consistent layout in both the teacher and student materials. Note if the design is distracting or chaotic.

Scoring:
2 points: Materials meet ALL of the requirements of this indicator.

3a
- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning
Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

3b
- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c
- Student materials include ample review and practice resources.
- Student materials include clear directions and explanations, and reference aids are correctly labeled.

3d
- Alignment documentation is provided for all questions, tasks, and assessment items.

3e
- NOT SCORED

1 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
3a
- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

3b
- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c
- Student materials include ample review and practice resources.
- Student materials include clear directions and explanations, and reference aids are correctly labeled.

3d
- Alignment documentation is provided for all questions, tasks, and assessment items.

3e
- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
3a
- Materials are well-designed, and lessons are effectively structured.
- The pacing of individual lessons is appropriate.

3b
- The suggested amount of time and expectations for teachers and students of the materials are viable for one school year as written and would not require significant modifications. For those materials on the borderline (e.g., approximately 130 or 200 days), evidence should clearly explain how students would be able to master ALL the grade level standards within one school year.

3c
- Student materials include ample review and practice resources.

Guidance for Indicators 3a-3e: Use and Design Facilitate Student Learning

Criterion: Materials are well-designed and take into account effective lesson structure and pacing.

3d	• Student materials include clear directions and explanations, and reference aids are correctly labeled.
3e	• Alignment documentation is provided for all questions, tasks, and assessment items.
	• NOT SCORED

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

Indicators 3f-3j:
3f. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.   **3g.** Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.   **3h.** Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.   **3i.** Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.   **3j.** Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Evidence collection:

Look at both print and digital (if accessible) teacher's materials for:
3f
- any overview sections and/or annotations that contain narrative information about the content and/or ancillary documents that will assist the teacher in presenting the student material. Also look for embedded technology links that will enhance the learning for all students.

3g
- annotations on how to present the information in the student editions to assist in full understanding of the standards and other supports that will assist a teacher in developing their own understanding allowing for seamless transitions of that knowledge to student learning.

3h
- chapter or lesson overviews that explain the progression of the content and how this specific course connects to pervious and upcoming courses.

3i
- beginning sections of the entire book, unit, chapter, lesson that contains overview sections, teacher instruction pages, or ancillary supports that contain teacher instruction pages for any identified research-based strategies.

3j
- beginning sections of the entire book, unit, chapter, lesson that contains overview sections, teacher instruction pages, or ancillary supports that contain a narrative explanation of the content in each topic paying attention to key instruction that will inform others that may be assisting the child in their progress at school.

After you have located the needed materials in the teacher's and/or digital materials:
3f
- If technology support is embedded, it is overarching and accessible to most.
- Knowledge of content that is included is accurate and understandable and gives true assistance to all educators using the materials.

3h

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

- There is information given to allow for coherence, not just a single course above or below, but there are multiple course levels, if applicable, to allow a teacher to make prior connections and teacher for connections to future content.

Team discussion:

- Discuss the ease of finding the needed resources and the time commitment it would require to gather these resources to ensure that they would be useful.
- Discuss the level of support needed in questioning, timeline, content assistance, etc. to ensure the teacher has the needed material to prepare students for the upcoming course.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
3f
- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g
- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h
- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.
- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i
- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j
- NOT SCORED

1 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g
- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h
- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.

Guidance for Indicators 3f-3j: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i
- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j
- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
- Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text.
- When applicable and would enhance student learning, technology support is embedded, overarching and accessible to most. If technology support is never included, this indicator cannot get full points.

3g
- More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content.
- Explanations are accessible to all educators.

3h
- Explanations of the role of the specific course-level content in the context of the overall materials are offered, at a minimum, in each unit/module.
- Explanations are not always given as just one course level below or above but give connections among multiple course levels.

3i
- Explanations of the instructional approaches and research-based strategies of the program are provided.

3j
- NOT SCORED

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

Indicators 3k-3n:

3k. Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.
 3l. Materials offer ongoing formative and summative assessments.
     3l.i Assessments clearly denote which standards are being emphasized.
     3l.ii Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
 3m. Materials should include routines and guidance that point out opportunities to monitor student progress.
 3n. Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

What is the purpose of these indicators?
Evidence collection:

Look at both print and digital (if accessible) teacher's materials for:

3k
- Review the materials to see if they provide a clear path to assess and monitor students' progress.

3li
- Review materials to see if they clearly denote which standards are being assessed.

3lii
- Review materials to see if rubrics and scoring guides can be used to assess the full meaning of the standards being assessed.
- Review materials to see if they provide enough information for the teacher to fully interpret the students' performance.
- Review materials to see if they provide follow-up steps/suggestions for the teacher.
- Review materials to see if rubrics and scoring guides are easily understood.

3m
- Review materials to see if they provide for ongoing review, practice, and feedback.
- Review materials to see if the amount of ongoing review and practice is reasonable.
- Review materials to see if there are there multiple strategies for providing feedback.

3n
- Review the materials to see if they provide a clear path to assess and monitor students' independent.

reading.

Team discussion:

Preparing for discussion—questions to ask yourself:

3k
- What types of assessments are included in the materials?
- Do the assessments genuinely measure student progress?

3li
- Does each assessment clearly indicate which standards are being emphasized?

3lii
- Do the assessments include teacher guidance?
- Do the assessments include suggestions for follow-up?

3m

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

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

3n

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

During discussion:

- Explain the strategy/reasoning used as you collected evidence for these indicators. Share any generalizations that you noted as you looked at materials over the course of the series, with specific examples to support the generalizations.

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.

3k

- Materials provide regular and systematic assessment opportunities for assessment.
- Materials genuinely measure student progress.

3li

- Materials include denotations of the standards being assessed in both types of assessments.

3lii

- Materials include quality rubrics and scoring guides.
- Materials provide quality suggestions for follow-up.
- Rubrics and scoring guides can be used to assess the Standards to their full intent.
- Quality guidance for the teacher to interpret assessment data is provided.

3m

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

3n

- NOT SCORED

1 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:

3k

- Materials provide regular and systematic assessment opportunities for assessment.
- Materials genuinely measure student progress.

3li

- Materials include denotations of the standards being assessed in both types of assessments.

3lii

- Materials include quality rubrics and scoring guides.
- Materials provide quality suggestions for follow-up.
- Rubrics and scoring guides can be used to assess the Standards to their full intent.
- Quality guidance for the teacher to interpret assessment data is provided.

3m

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

3n

Guidance for Indicators 3k-3n: Teacher Planning and Learning for Success with CCSS
Criterion: Materials support teacher learning and understanding of the Standards.

- NOT SCORED

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
3k
- Materials provide regular and systematic assessment opportunities for assessment.
- Materials genuinely measure student progress.

3li
- Materials include denotations of the standards being assessed in both types of assessments.

3lii
- Materials include quality rubrics and scoring guides.
- Materials provide quality suggestions for follow-up.
- Rubrics and scoring guides can be used to assess the Standards to their full intent.
- Quality guidance for the teacher to interpret assessment data is provided.

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

3n
- NOT SCORED

Guidance for Indicators 3o-3r: Differentiated Instruction
Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

Indicators 3o-3r:
3o. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. **3p. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.** **3q. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.** **3r. Materials provide opportunities for teachers to use a variety of grouping strategies.**

What is the purpose of these indicators?
Evidence collection:

Look at both print and digital (if accessible) teacher's materials for:
3o
- Be specific about strategies or materials provided for differentiated instruction. There must be more than a statement at the beginning of the chapter or lesson that is generic or states that the same strategy could be used with every lesson.
- Variance in presenting the lessons is noted as it would apply to meeting the needs of a range of learners.

3p
- Include evidence of differentiation for all special populations (ELL, other special populations).
- Materials should include specific strategies for support, accommodations or modifications within the lessons or the assignments.
- Vocabulary or concepts may include scaffolding for teachers to present the materials

3q
- Collect examples of advanced students working at a greater depth with a standard.
- Note any areas in the lessons or tasks where advanced work is substituted for the on-grade level work (where advanced students are not doing more tasks—but tasks with greater depth)

3r
- Provide examples of the grouping strategies and ways the materials provide for interaction among students.

Team discussion:

Preparing for and during discussion:
3o
- What is differentiated instruction, and what does it look like in lessons or in assignments?
- Review teacher's guide, assessments, and other materials to find all possible places for noted instructional supports.
- What is different between provided materials that are specific for differentiated instruction or the materials that are general notes about what "could be" implemented?

3p

Guidance for Indicators 3o-3r: Differentiated Instruction
Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

- What are the needs of special populations? How can tasks be modified to ensure work is on grade level but accessible to special populations of students?
- What materials would help teachers provide lessons and concepts to help support these students?

3q
- What are the needs of advanced populations of students?
- How can on-grade-level concepts be investigated at a greater depth?

3r
- What group strategies might you find in instructional materials?

Scoring:

2 points: Materials meet ALL of the requirements of this indicator.
3o
- Specific strategies to meet the needs of all learners are included.

3p
- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q
- Materials provide multiple opportunities for advanced students to investigate the grade- level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r
- Materials provide many opportunities for teachers to use different grouping strategies

1 points: Materials DO NOT meet ALL of the requirements of this indicator.
The materials are missing AT LEAST 1 of the following:
3o
- Specific strategies to meet the needs of all learners are included.

3p
- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q
- Materials provide multiple opportunities for advanced students to investigate the grade- level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r

Guidance for Indicators 3o-3r: Differentiated Instruction
Criterion: Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

- Materials provide many opportunities for teachers to use different grouping strategies

0 points: Materials DO NOT meet ANY of the requirements of this indicator.
The materials are missing ALL of the following:
3o

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

3p

- Materials provide support for ELL students or other populations.
- General statements about ELL students or few strategies note at the beginning of a chapter or at one place in the book are then implemented by the materials throughout the curriculum.

3q

- Materials provide multiple opportunities for advanced students to investigate the grade- level content at a greater depth.
- There are no instances of advanced students simply doing more assignments than their classmates.

3r

- Materials provide many opportunities for teachers to use different grouping strategies

Guidance for Indicators 3s-3v: Effective Technology Use
Criterion: Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Indicators 3s-3v:
3s. Digital materials (either included as a supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.   **3t. Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.**   **3u. Materials can be easily customized for individual learners.**   **3u.i Digital materials include opportunities for teachers to personalize learning for all students,**   **using adaptive or other technological innovations.**   **3u.ii Materials can be easily customized for local use.**   **3v. Materials include or reference technology that provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars, etc.).**

What is the purpose of these indicators?
Evidence collection:

- Review all instructional materials in the core grade-level program, including the Teacher Edition/ Guide(s), assessments, and any supplemental materials to find all integrations of instructional technology.
- Review both professional resources for teachers and resources and materials for students.
- Consider how technology is integrated with program materials to enhance student learning.
- Use the questions below to gather evidence to inform the rating of these indicators:

3s

- Are any instructional technology resources web-based and compatible with multiple internet browsers (e.g., Chrome, Safari, Internet Explorer, Firefox)?
- Are materials accessible on both Windows and Apple platforms?
- Do student resources (including assistive technology for students with disabilities) work on tablets and other mobile devices as well as laptops or desktop computers?

3t

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

3ui

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

3uii

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

3v

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

Guidance for Indicators 3s-3v: Effective Technology Use
Criterion: Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Team discussion:
• Be able to explain the strategy/reasoning used as you collected evidence for this indicator.   • Be able to share any generalizations formulated while reviewing grade-level materials, with specific examples to support the generalizations
Scoring:
Note: None of these indicators are scored. Only qualitative evidence is provided.