



Core Content Review Criteria v2.0

**English Language Arts**

**Grades 6-12**

# Gateway 1

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

Gateway 1 does not exist in the Grades 6-12 review criteria, as it focuses on foundational literacy skills.

# Gateway 2

## Comprehension Through Texts, Questions, and Tasks

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

### REMINDER:

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

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

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

Gateway 2 Overview		Available Points
Criterion 2.1: Text Quality and Text Complexity Indicators 2a-2e  Materials include content-rich, engaging texts that meet the text complexity criteria for the grade level. Texts and text sets cohesively work together to build knowledge of specific topics and/or content themes.	14	
Criterion 2.2: Knowledge Building Through Reading, Writing, and Language Comprehension Indicators 2f-2v  Materials include questions, tasks, and assignments that are meaningful, evidence-based, and support students in making meaning and building knowledge as they progress toward grade-level mastery of literacy skills.  Materials include clear, explicit instruction guidance for teachers across all literacy skills.	42	
<b>Total Available Points in Gateway 2</b>	<b>56</b>	Meets: 50-56 Partially Meets: 28-49 Does Not Meet: < 28

# Gateway 2

## Comprehension Through Texts, Questions, and Tasks

### Criterion 2.1 Text Quality and Text Complexity

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

Indicators + Scoring Criteria	Scoring
2a. Materials provide opportunities for students to engage in a range and volume of reading through content-rich and engaging texts.	0 2 4
2b. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task.	0 2 4
2c. Materials provide appropriate scaffolds for core/anchor texts that ensure all students can access the text and make meaning. Scaffolds align with the text’s qualitative analysis.	0 1 2
2d. Text sets (e.g., unit, module) are organized around topic(s) or theme(s) to cohesively build student knowledge.	0 2 4
2e. Materials include a range of texts and provide teacher support in helping students learn about people who are similar to and different from them.	Narrative Evidence Only

*Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator. Materials may not score any 0s to meet expectations for this scoring criterion.*

Total Available Points	<b>14</b>	Meets: 12-14 Partially Meets: 7-11 Does Not Meet: < 7
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## Criterion 2.2 Knowledge Building Through Reading, Writing, and Language Comprehension

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

Indicators + Scoring Criteria	Scoring
2f. Materials include a clear, research-based core instructional pathway with reasonable pacing throughout the year, which allows students to work towards grade-level proficiency.	0 2 4
2g. Most questions, tasks, and assignments are text-based, allowing students to demonstrate their thinking in various formats.	0 2 4
2h. Materials support students in developing their ability to comprehend complex ideas within and across texts through opportunities to analyze and evaluate texts.	0 1 2
2i. Materials include structured protocols and teacher guidance that frequently allow students to engage in evidence-based discussions about the texts they are reading.	0 1 2
2j. Materials include opportunities that frequently allow students to engage in evidence-based discussions about the texts they are reading.	0 1 2
2k. Materials include explicit instruction on independent word-learning strategies and key vocabulary words to build knowledge within and across texts.	0 1 2
2l. Materials include opportunities for students to practice independent word-learning strategies, as well as newly taught vocabulary words.	0 1 2
2m. Materials include explicit instruction on sentence composition appropriate to grade-level standards, embedded in what students are studying throughout the unit.	0 1 2
2n. Materials include evidence-based opportunities for students to practice sentence composition and editing of their own writing, appropriate for their grade level.	0 1 2
2o. Materials include a mix of both on-demand and process writing opportunities that are appropriately-aligned in purpose, genre, and/or topic to the reading of that unit.	0 1 2
2p. Materials include explicit instruction in varied writing processes, embedded in what students are studying throughout the unit.	0 1 2
2q. Materials include frequent opportunities for students to practice the writing processes using evidence-based strategies, embedded in what students are studying throughout the unit.	0 1 2
2r. Materials include frequent opportunities for students to practice evidence-based writing (by drawing from the texts and knowledge built throughout the unit), citing textual evidence to support analysis of what the text says explicitly and implicitly.	0 1 2
2s. Materials include explicit instruction of research skills that guide research and writing projects to encourage students to develop knowledge of a topic by	0 1 2

confronting and analyzing different aspects of a topic using multiple texts and source materials.	
2t. Materials include multiple opportunities for students to apply research skills to develop knowledge of a topic by confronting and analyzing different aspects of a topic.	0 1 2
2u. Materials include formative assessments and guidance that provide the teacher with information for instructional next steps.	0 2 4
2v. Materials include culminating tasks/summative assessments that require students to demonstrate the knowledge and skills acquired throughout the unit/module while integrating multiple literacy skills (e.g., a combination of reading, writing, speaking, and listening).	0 2 4

*Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator. Materials may not score any 0s to meet expectations for this scoring criterion.*

Total Available Points	<b>42</b>	Meets: 38-42 Partially Meets: 21-37 Does Not Meet: < 21
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Total Available Points in Gateway 2	<b>56</b>	Meets: 50-56 Partially Meets: 28-49 Does Not Meet: < 28
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# Gateway 3

## Teacher & Student Supports

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

### REMINDER:

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

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

Gateway 3 Overview	Available Points	
<p>Criterion 3.1: Teacher Supports Indicators 3a-3i</p> <p>Materials include opportunities for teachers to effectively plan and utilize with integrity to further develop their own understanding of the content.</p>	10	
<p>Criterion 3.2: Student Supports Indicators 3j-3q</p> <p>Materials are designed for each child’s regular and active participation in grade-level/grade-band/series content.</p>	4	
<p>Criterion 3.3: Intentional Design Indicators 3r-3u</p> <p>Materials include a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.</p>	Narrative Evidence Only	
Total Available Points in Gateway 3	14	Meets: 12-14 Partially Meets: 7-11 Does Not Meet: < 7

# Gateway 3

## Teacher and Student Supports

### Criterion 3.1 Teacher Supports

The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.

Indicators + Scoring Criteria	Scoring
3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	0 1 2
3b. Materials contain explanations and examples of grade-level/course-level concepts and/or standards and how the concepts and/or standards align to other grade/course levels so that teachers can improve their own knowledge of the subject.	0 1 2
3c. Materials include a year-long scope and sequence with standards correlation information.	0 1
3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Narrative Evidence Only
3e. Materials explain the program's instructional approaches, identify research-based strategies, and explain the role of the standards.	0 1 2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	0 1
3g. The assessment system provides consistent opportunities to determine student learning throughout the school year. The assessment system provides sufficient teacher guidance for evaluating student performance and determining instructional next steps.	0 1 2
3h. <i>This is not an assessed indicator in ELA.</i>	
3i. <i>This is not an assessed indicator in ELA.</i>	

*Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator. Materials may not score any 0s to meet expectations for this scoring criterion.*

Total Available Points	<b>10</b>	Meets: 8-10 Partially Meets: 5-7 Does Not Meet: < 5
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**Criterion 3.2**  
**Student Supports**

The program includes materials designed for each child's regular and active participation in grade-level/grade-band/series content.

Indicators + Scoring Criteria	Scoring
3j. Materials provide strategies and support for students in special populations to work with grade-level content and meet or exceed grade-level standards, which support their regular and active participation in learning.	0 1 2
3k. Materials regularly provide extensions for students who are above grade level to engage with literacy content and concepts in greater depth.	0 1 2
3l. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.	Narrative Evidence Only
3m. Materials provide opportunities for teachers to use a variety of grouping strategies.	Narrative Evidence Only
3n. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Narrative Evidence Only
3o. Materials provide a range of representation of people and include detailed instructions and support for educators to effectively incorporate and draw upon students' different cultural, social, and community backgrounds to enrich learning experiences.	Narrative Evidence Only
3p. <i>This is not an assessed indicator in ELA.</i>	
3q. <i>This is not an assessed indicator in ELA.</i>	

*Materials must meet the expectations of all scoring criteria in order to receive full points for the indicator. Materials may not score any 0s to meet expectations for this scoring criterion.*

Total Available Points	<b>4</b>	Meets: 4 Partially Meets: 2-3 Does Not Meet: < 2
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**Criterion 3.3**  
**Intentional Design**

The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.

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

Total Available Points	Narrative Evidence Only	Meets: N/A Partially Meets: N/A Does Not Meet: N/A
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Total Available Points in Gateway 3	<b>14</b>	Meets: 12-14 Partially Meets: 7-11 Does Not Meet: < 7
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