



Evidence Guide
English Language Arts
High School

v1.5

Gateway 1

Criterion 1.1: 1a, 1b, 1c, 1d, 1e

Criterion 1.2: 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m

Gateway 2

Criterion 2.1: 2a, 2b, 2c, 2d, 2e, 2f

Criterion 2.2: 2g, 2h

Gateway 3

Criterion 3.1: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h

Criterion 3.2: 3i, 3j, 3k, 3l

Criterion 3.3: 3m, 3n, 3o, 3p, 3q, 3r, 3s, 3t, 3u, 3v

Criterion 3.4: 3w, 3x, 3y, 3z

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1

Text Quality and Complexity

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.

What is the purpose of this Criterion?

This criterion addresses high-quality, complex texts that advance students towards independent reading at grade level. Students need access to high-quality, complex text in order to advance their literacy skills and develop knowledge of a topic/topics. Determining complex text involves qualitative and quantitative analysis and associated reader and task demands.

Research Connection

"Providing students with appropriately challenging texts and teacher-guided instruction is the key to maintaining or developing a growth trajectory line to grade-level proficiency. More simply stated, students learn more when they attempt to read more challenging text with the support of a teacher who is mediating their reading" (Shanahan, 2013).

"Vocabulary, sentence structure, coherence, and organization can all be determined by closely analyzing the text itself. A final determinant of text difficulty, however, depends on the reader's prior knowledge" (Shanahan, Fisher, and Frey, 2012).

[Advancing Our Students' Language and Literacy](#)

[The Challenge of Challenging Text](#)

Scoring:

Meets Expectations

- 11–14 points

Partially Meets Expectations

- 7–10 points

Does Not Meet Expectations

- < 7 points

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	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 high quality, worthy of careful reading, and consider a range of student interests.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor texts in the majority of chapters/units and across the year-long curriculum are of publishable quality. Anchor texts consider a range of student interests. Anchor texts are well-crafted and content rich, engaging students at their grade level.

About this 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. 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 timeless universal and multicultural themes and may 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 facilitate access to future texts. Ideally, texts are engaging while providing students opportunities to gain and broaden their knowledge base. Quality text also impacts student perspectives on a variety of topics at various levels of depth/meaning that lead to the development of a well-rounded individual and facilitates 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 Standards 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).

“Books, at their best, invite children to use their imaginations, expand their vocabularies and gain a better understanding of themselves and others” (Anti-Defamation League).

Resources:

- [CCSS ELA Reading Anchor Standards](#)
- [CCSS Appendix A](#)
- [CCSS Appendix B](#)
- [Review the Supplemental Information for Appendix A \(new research on text complexity\)](#)

Indicator 1a Guiding Question:

Are the texts worthy of students’ time and attention?

Evidence Collection

Note:

- “Anchor texts” are defined as those texts used as core to instruction.
- Texts identified as “supplemental” or “optional” are not considered core texts.

In the instructional materials being reviewed:

- Review the Table of Contents to identify the anchor texts.
- Read through anchor texts and accompanying teacher resources outlining them.
- Review the appendices, teacher resources, or other source for information about the anchor texts.
- If more information is needed, search online to determine if the text is published, if the author is published, if the text has won awards, etc.

Cluster Meeting

Preparing for the cluster meeting:

- 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 literary anchor texts provide rich characterizations (v. one-dimensional characters)?
- 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 complement each other as quality texts?
- Do texts consider a range of student interests?
- Would this text be interesting to the average x grader?

During the cluster meeting:

- Share evidence of the indicator.
- Where did you find rich language and academic vocabulary in the anchor texts? Did any anchor texts lack rich language and academic vocabulary.
- What themes/topics were included in the materials?
- Are the texts worthy of students' time and attention?
- Do texts include one-dimensional characters?
- Are there anchor texts that are not of high quality?
- Discuss any questions that were not answered by the curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	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.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

Instructional materials must include a balance of 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 informational text and literature.

Research or Standards 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.” ([CCSS Website](#)).

“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](#)).

According to the Common Core, “Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.” The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.” (Common Core State Standards, English Language Arts Standards, Introduction, Key Design Consideration).

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.

Resources:

- [Information Regarding Distribution \(pg. 5\)](#)
- CCSS Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- [CCSS Appendix B](#) (See [p. 31](#) of the standards for details on how literature and informational texts are defined.)
- [CCSS Range of Text Types for 6-12 \(pg. 57\)](#)

Indicator 1b Guiding Question:

Do the materials reflect a balance of informational and literary reading selections?

Evidence Collection

In the instructional materials being reviewed:

- Review the instructional materials Table of Contents for literary and informational texts.
- Review the literary and informational texts that anchor a year's worth of curriculum.
- Identify the balance of literary and informational texts (45/55 for Grades 6-8, 30/70 for Grades 9-12).

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials reflect a balance of informational and literary reading selections? What is the percentage of each? Is there roughly a 30/70 split of literary to informational texts?
- Do the selections reflect a variety of genres, including poetry, short stories, dramas, and novels? Record the variety and balance, noting specific numbers of each type, as applicable.
- Are any genres or text types "missing?"

During the cluster meeting:

- Share evidence of the indicator.
- Is the balance of informational and literary reading selections appropriate for the grade level?
- Do the materials reflect a variety of genres across the year?
- Are there any genres or text types missing?
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	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	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. Documentation should also include a rationale for educational purpose and placement in the grade level.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Anchor/Core texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task. Anchor/Core texts and series of texts connected to them are accompanied by an accurate text complexity analysis and a rationale for educational purpose and placement in the grade level.

About this 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, as well as guidance to support teachers as they plan to employ the instructional materials for their students. 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. Also, for teachers who may choose to use materials out of the recommended sequence, a clear and accurate analysis of grade-level complexity is crucial to ensure students grow their literacy skills. This indicator identifies whether

the materials are the correct “ingredients” for the grade level and that core texts 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 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. Third, identify the associated tasks and reader considerations. The composite of these three evaluations makes up the determination of text complexity.

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.

Research or Standards 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).

“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).

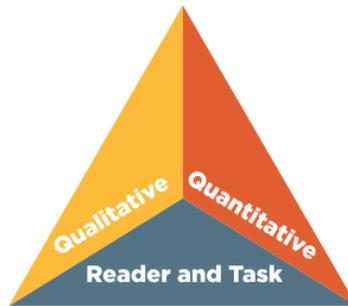


Figure 1: The Standards' Model of Text Complexity

Resources:

- [CCSS ELA Reading Anchor Standards](#)
- [Measuring Text Complexity Three Factors](#)
- [Supplemental Information for Appendix A: New Research on Text Complexity](#) (See p. 4 for quantitative grade bands.)
- [Qualitative Rubric Literary](#)
- [Qualitative Rubrics Informational](#)
- [Advancing our Students' Language and Literacy: The Challenge of Complex Texts](#)

Indicator 1c Guiding Question:

Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?

Evidence Collection

In the instructional materials being reviewed:

- Review the Table of Contents for anchor/core texts.
- Review the materials' appendices, teacher resources and other included core materials for text complexity analysis and rationale on provided texts.
- Look in the Teacher Edition and Student Edition for guidance around students' engagement with texts at independent, challenging, or complex levels (language may differ).
- Look within the Teacher Edition (and possibly the Student Edition), and professional learning/development components to identify points in the instruction that show complexity analysis.
- Look for evidence of texts' quantitative level (use associated metrics and check bands). If necessary, use Lexile.com or a similar website to find the quantitative level. It is ok if a different quantitative measure is used.
- Look for evidence of texts' qualitative level or perform an analysis (see qualitative rubrics above. Note that different language may be used to describe qualitative features.
- Look for evidence of complexity of a range of texts in the beginning, middle, and end of the program.

Cluster Meeting

Preparing for the cluster meeting:

- Are the anchor texts at the appropriate level of rigor/text complexity for each grade level?
- Are the quantitative measures of anchor texts within the appropriate grade level band?
- Are the qualitative features of texts appropriate for supporting student learning in the grade level?
- Do tasks associated with the reading (i.e., purpose of the reading) support the reading's use at that point in time?
- Is there an analysis of anchor/core texts, paired selections, and text sets for the year-long grade-level materials?
- Does the analysis use the appropriate metrics (i.e., quantitative, qualitative, and reader/task consideration) for the grade level ?
- Are there any texts (and associated tasks) that seem above or below the grade level?

During the cluster meeting:

- Share evidence of the indicator.
- Which texts, if any, in the series have met all the criteria?
- Which texts, if any, are missing some of the criteria in the series?
- Does the analysis/rationale provided coherently and comprehensively explain how texts were chosen for the grade level and students?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	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	Series of texts should be at a variety of complexity levels appropriate for the grade band to support students’ literacy growth over the course of the school year.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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. As texts become more complex, appropriate scaffolds and/or materials are provided in the Teacher Edition (e.g., spending more time on texts, more questions, repeated readings, skill lessons).

About this 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 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. Complexity levels require examination of quantitative, qualitative, and reader & task features. 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.

Qualitative measures examine text attributes that can only be evaluated by the person who is reading the book or passage. The reader is required to consider factors such as levels of meaning, clarity and conventions of language, knowledge demands, and structure. Each of these must utilize the following questions when determining whether the qualitative features, reader, and tasks go together (correlate): What are the cognitive capabilities of the reader the task is aiming to accomplish? What are the reading skills of the students and how can they be addressed in the task? What will the motivation level and engagement with the task be for the reader? What is the prior knowledge and/or experience the reader has with the text and task? Is the content and theme appropriate for these readers (maturity)? Do the questions interfere with the before/during and after tasks and expectations for the reading experience?

This indicator identifies the organization/placement of texts in general, showing how texts are arranged so students encounter opportunities that build to independent reading at the end of the school year as outlined by the standards themselves.

Complexity levels of texts should not progress in a stair step fashion for each new anchor/core text. While the texts selected should fall within the Lexile grade band, the order in which texts appear should not be determined by the Lexile level of the text. 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 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.

Research or Standards 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).

“Using qualitative measures of text complexity involves making an informed decision about the difficulty of a text in terms of one or more factors discernible to a human reader applying trained judgment to the task. In the Standards, qualitative measures, along with professional judgment in matching a text to reader and task, serve as a necessary complement and sometimes as a corrective to quantitative measures, which, as discussed below, cannot (at least at present) 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, p. 5).

“Students' ability to read complex text does not always develop in a linear fashion....Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity” (CCSS Appendix A, p. 8).

“Students who struggle greatly to read texts within (or even below) their text complexity [level] must be given the support needed to enable them to read at an appropriate level of complexity. *Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity*”(CCSS Appendix A, p. 9).

Resources:

- [CCSS ELA Reading Anchor Standards](#)
- [Supplemental Information for Appendix A: New Research on Text Complexity](#)
- [CCSS Appendix B](#)

- [Qualitative Rubric Literary](#)
- [Qualitative Rubrics Informational](#)
- [CCSS ELA Reading: Literature Standard RL.9-10.10](#)
- [CCSS ELA Reading: Literature Standard RL.11-12.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.9-10.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.11-12.10](#)

Indicator 1d Guiding Question:

Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?

Evidence Collection

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.”
- 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 the Appendix, teacher resources, or other sources for text complexity analysis and rationale on provided texts.

Cluster Meeting

Preparing for the cluster meeting:

- Are anchor texts and text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?
- As students work with these texts and accompanying tasks over the course of the school year, will they be supported in achieving grade-level proficiency? Consider texts and tasks that are above and/or below the grade band and “high” or “lower” on qualitative measures.
- How are the reader/task considerations supporting students’ literacy development, particularly for texts above or below the grade band?
- 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 at the beginning of the year to his/her experience with text at the end of the year.
- 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?)

During the cluster meeting:

- Share evidence of the indicator.
- How are different components of reading comprehension supported as texts become more complex?
- What supports exist for teachers to support students’ improvement in reading across the year?

- What is the difference in students' experience with text at the beginning of the year as compared to the end?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.1	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	Materials provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading). 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Instructional materials clearly identify opportunities and supports for students to engage in reading a variety of text types and genres. • Instructional materials clearly identify opportunities and supports for students to engage in a volume of reading. • There is sufficient teacher guidance to foster independence for all readers (e.g., independent reading procedures, proposed schedule, tracking system for independent reading).

About this indicator:

What is the purpose of this Indicator?

This indicator 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.

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. To help students engage in a volume of reading, instructional materials can provide a format (e.g., reading log, journal) for teachers, students, and parents/guardians to keep track of the reading activities students do.

For this indicator, consider the reading demands of adults (career, college, and general life). For Grades 9–12, students should have access to texts of multiple types and lengths, including long-term reading work, close reading, short texts, paired readings, and text sets.

Research or Standards connection:

“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” (from CCSS ELA: Note on range and content of student reading).

Resources:

- [CCSS ELA Reading Anchor Standards](#)
- [CCSS Appendix B](#) (See excerpts of listed complex texts)
- [CCSS ELA Reading: Literature Standard RL.9-10.10](#)
- [CCSS ELA Reading: Literature Standard RL.11-12.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.9-10.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.11-12.10](#)

Indicator 1e Guiding Question:

Are students reading a range and volume of texts both through interacting with the teacher and/or classmates or independently?

Evidence Collection

In the instructional materials being reviewed:

- Review all materials for texts identified as either a required text or a suggested text, including texts for guided reading and independent reading. Include texts 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 a range of text types, genres, disciplines, and topics.
- 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.
- Look in the materials for opportunities for independent reading.

- Look in the Teacher Edition for suggested reading logs or journals, which service as student accountability.

Cluster Meeting

Preparing for the cluster meeting:

- What is the amount of instructional time allocated for students to read independently with grade-level text?
- What is the amount of instructional time allocated for students to 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?
- 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 are more challenging texts and remedial texts suggested to students in the curriculum map?
- 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?

During the cluster meeting:

- Share evidence of the indicator.
- Looking at the program, is it clear at what points students should engage in a range and volume of texts? Are these opportunities “built in” or “suggested?”
- Discuss how the suggested readings will grow students’ independent reading skills 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 any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2

Alignment to the Standards with Tasks and Questions Grounded in Evidence

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

What is the purpose of this Criterion?

This criterion addresses the importance of text-specific and/or text-dependent questions and tasks. Students should be provided opportunities to respond to text-based questions and tasks both in discussion and in writing. Questions and tasks grounded in the text require students to use information from the text to support their answers and demonstrate comprehension of what they are reading or listening to.

Research 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).

Scoring:

Meets Expectations

- 14–18 points

Partially Meets Expectations

- 9–13 points

Does Not Meet Expectations

- < 9 points

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1f	Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students in making meaning of the core understandings of the texts being studied. Teacher materials provide support for planning and implementation of text-specific and/or text-dependent questions, tasks, and assignments. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students in making meaning of the core understandings of the texts being studied. Teacher materials provide support for planning and implementation of text-specific and/or text-dependent questions, tasks, and assignments. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Text-specific and text-dependent questions and tasks support students in making meaning of the core understandings of the texts being studied. Teacher materials provide support for planning and implementation of text-specific and/or text-dependent questions, tasks, and assignments.

About this indicator:

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 Standards 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.

Resources:

- [CCSS ELA Reading: Literature Standards RL.9-10.1-RL.9-10.9](#)
- [CCSS ELA Reading: Literature Standards RL.11-12.1-RL.11-12.9](#)
- [CCSS ELA Reading: Informational Text Standards RI.9-10.1-RI.9-10.9](#)
- [CCSS ELA Reading: Informational Text Standards RI.11-12.1-RI.11-12.9](#)
- [CCSS ELA Writing Standard W.9-10.9a-b](#)
- [CCSS ELA Writing Standard W.11-12.9a-b](#)
- [CCSS ELA Speaking and Listening Standards SL.9-10.1-SL.9-10.3](#)
- [CCSS ELA Speaking and Listening Standards SL.11-12.1-SL.11-12.3](#)

Indicator 1f Guiding Question:

Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?

Evidence Collection

In the instructional materials being reviewed:

- Review the table of contents, materials appendices, and other support materials to identify attention to text-specific and/or text-dependent questions and tasks.
- Review tasks and questions associated with texts, paired selections, text sets, chapters/units.
- Look through student editions for questions and tasks that are text-specific and text-dependent.
- Identify questions and tasks that are not associated with a text, paired selection, or text set and compare these to the overall quantity of those that are text-based.

Cluster Meeting

Preparing for the cluster meeting:

- Are 80% or more of the questions and tasks text-specific and/or text-dependent? Do they require careful reading of the texts?
- 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, as opposed to being able to answer the questions without having read or heard the text?

- Do questions and tasks require readers to produce evidence from texts to support claims when writing and/or speaking?
- Do materials include questions and tasks that are connected to texts? (Both should be present in materials.)

During the cluster meeting:

- Share evidence of the indicator.
- 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?
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1g	Materials provide frequent opportunities and protocols for evidence-based discussions.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide varied protocols to support students’ developing speaking and listening skills across the whole year’s scope of instructional materials. Speaking and listening instruction includes facilitation, monitoring, and instructional supports for teachers.

About this indicator:

What is the purpose of this Indicator?

This indicator specifically looks for the use of varied protocols in instruction materials, accompanied with teacher guidance on how to employ speaking and listening protocols within the lessons to provide students ample opportunities for communication and collaboration. This indicator, along with indicator 1h, 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 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 discussions through the use of varied protocols. This indicator is looking for year-long evidence to support the "Comprehension and Collaboration" standards in the Speaking and Listening strand.

Research or Standards connection:

"To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains" ([CCSS Speaking and Listening Anchor Standard: Note on range and content of student speaking and listening](#)).

Resources:

- [CCSS ELA Speaking and Listening Anchor Standards 1-3](#)
- [CCSS ELA Speaking and Listening Standards SL.9-10.1-SL.9-10.3](#)
- [CCSS ELA Speaking and Listening Standards SL.11-12.1-SL.11-12.3](#)

Indicator 1g Guiding Question:

Do materials include varied protocols and teacher guidance?

Evidence Collection

In the instructional materials being reviewed:

- Look in the introductory materials for specific methodology and information about how the materials employ speaking and listening skills.
- Review materials for protocols with specific guidance on the components of each protocol and how/when they are used in the materials.
- Look in the index and appendices for models, sample student and teacher organizers, sentence starters, and discussion protocols and designs.
- Attend to speaking and listening discussion lessons that specifically identify discussions that include teacher modeling of the use of academic vocabulary and syntax.
- Find examples of opportunities for the teacher to utilize the various discussion protocols throughout the year.

Cluster Meeting

Preparing for the cluster meeting:

- Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?
- Do the materials include teacher directions to support students' growth in these standards?
- Do materials assist the teacher in planning facilitation of collaborative conversations for students?
- Do the materials provide samples, exemplars, and/or opportunities for teachers to model the use of the protocols?
- 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 the cluster meeting:

- Share evidence of the indicator.

- Do materials include protocols that support students' growth in speaking and listening?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1h	Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Students have multiple opportunities over the school year to demonstrate what they are reading and researching through varied speaking and listening opportunities. Speaking and listening work requires students to utilize, apply, and incorporate evidence from texts and/or sources.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on student opportunities to engage in speaking and listening that incorporates evidence from text(s)/sources that students are reading. Students should have varied opportunities across the school year to discuss what they are reading that extends past whole group teacher-directed questioning. 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.

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 Standards 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).

Resources:

- [CCSS ELA Speaking and Listening Anchor Standards 1-6](#)
- [CCSS ELA Speaking and Listening Standards SL.9-10.1-SL.9-10.6](#)
- [CCSS ELA Speaking and Listening Standards SL.11-12.1-SL.11-12.6](#)
- [CCSS ELA Language Standard L.9-10.3](#)
- [CCSS ELA Language Standard L.11-12.3](#)

Indicator 1h Guiding Question:

Are frequent and varied evidence-based discussion opportunities provided?

Evidence Collection

In the instructional materials being reviewed:

- Review the table of contents, appendices, and other support materials for guidance around how students will use discussions and speaking and listening skills with text-specific and/or text-dependent questions and tasks.
- Review reading and research tasks to identify where 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 a variety of evidence-based discussions.
- 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.

Cluster Meeting

Preparing for the cluster meeting:

- Are speaking and listening practice and application connected to texts (i.e., evidence-based)?
- Are frequent and varied evidence-based discussion opportunities provided, or do the same one or two types of evidence-based discussions repeat throughout the year?
- How do the materials incorporate students' speaking skills 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?

During the cluster meeting:

- Share evidence of the indicator.
- 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 and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1i	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.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include a mix of BOTH on-demand and process writing, including opportunities for students to revise and/or edit, that covers a year’s worth of instruction. Materials include digital resources where appropriate.

About this indicator:

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. On-demand writing should be text-based and align to standards, making a shift from on-demand writing prompts that do not require students to draw upon the text(s).

Research or Standards 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).

Resources:

- [CCSS ELA Writing Anchor Standards](#)
- [CCSS ELA Writing Standards W.9-10.4-W.9-10.6 and W.9-10.10](#)
- [CCSS ELA Writing Standards W.11-12.4-W.11-12.6 and W.11-12.10](#)
- [CCSS ELA Language Standard L.9-10.3](#)
- [CCSS ELA Language Standard L.11-12.3](#)

Indicator 1i Guiding Question:

Do materials include on-demand and process writing tasks?

Evidence Collection

In the instructional materials being reviewed:

- Review the prefatory materials, table of contents, indexes, and appendices and identify where writing instruction is outlined.
- Identify amounts of instructional time assigned/suggested to on-demand writing practice and production and to process and writing development.
- Review lesson plans in Teacher Edition that show curriculum maps and supports for on-demand and process writing plans.
- Look for writing opportunities that incorporate digital resources/multimodal literacy where appropriate. This includes blended writing styles that reflect the distribution required by the standards.

Cluster Meeting

Preparing for the cluster meeting:

- Are text-based, standards-aligned writing assignments and tasks present across the whole school year?
- Are the writing tasks and projects varied? Do they provide students with choices?
- 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?

During the cluster meeting:

- Share evidence of the indicator.
- Are students provided a variety of text-based, standards-aligned opportunities to write and improve their writing throughout the course of the school year?
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1j	Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports). 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide multiple opportunities across the school year for students to learn, practice, and apply different genres/modes/types of writing that reflect the distribution required by the standards. Different genres/modes/types of writing are distributed throughout the school year. Where appropriate, writing opportunities are connected to texts and/or text sets (either as prompts, models, anchors, or supports).

About this indicator:

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, and 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 grade level

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 in class practicing, revising, and creating. A criterion for written pieces should be clearly defined and aligned to the standards.

Research or Standards 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).

Resources:

- [Information Regarding Distribution](#)
- [CCSS ELA Writing Anchor Standards](#)
- [CCSS ELA Writing Standards W.9-10.1-W.9-10.4](#)
- [CCSS ELA Writing Standards W.11-12.1-W.11-12.4](#)

Indicator 1j Guiding Question:

Do the materials include a range of writing text types/genres/modes appropriate for the grade level?

Evidence Collection

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/types of writing.
- 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, guided writing, writing stems or cloze practice activities, application activities, and writing in context.

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials include a range of writing text types/genres/modes appropriate for the grade level?
- Are writing text types/genres/modes taught throughout the year as opposed to leaving some toward the end of the year?

During the cluster meeting:

- Share evidence of the indicator.
- Do materials provide a year's worth of writing instruction for students to address different genres and modes?
- Do the writing text types/genres/modes reflect the distribution required by the standards?

- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1k	Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> 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.

About this indicator:

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 in class.

Research or Standards 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).

Resources:

- [CCSS ELA Writing Anchor Standards](#)
- [CCSS ELA Writing Standards W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.8, and W.9-10.9](#)
- [CCSS ELA Writing Standards W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8, and W.11-12.9](#)

Indicator 1k Guiding Question:

How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts?

Evidence Collection

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, paired selections, and/or text sets.
- Look for regular (daily and weekly) writing opportunities that vary in purpose and length and that flow from the instruction and text-specific/text-dependent questions.
- Look for writing assignments that match up with the grade band distribution. Consider opportunities that promote evidence-based writing and analysis. Writing assignments should require students to use literature, informational text, poetry, and non-print sources.

Cluster Meeting

Preparing for the cluster meeting:

- How much instructional time is spent building students’ writing skills over the course of the school year?
- How frequently do students engage in evidence-based writing requiring them to draw evidence directly from texts? 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?

During the cluster meeting:

- Share evidence of the indicator.
- Do frequent writing opportunities provide students opportunities to practice and apply writing using evidence?

- Do these opportunities include analyzing, making claims, and synthesizing information across texts?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1l	Materials include explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.

Scoring:		
<p>2 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing. 	<p>1 point</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include explicit instruction of grammar and usage standards for the grade level. Materials include authentic opportunities for students to demonstrate application of skills in context, including applying grammar and convention skills to writing.

About this indicator:

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 or Standards 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).

Resources:

- [CCSS ELA Language Standard L.9-10.1a-b](#)
- [CCSS ELA Language Standard L.9-10.2a-c](#)
- [CCSS ELA Language Standard L.9-10.3a](#)
- [CCSS ELA Language Standard L.11-12.1a-b](#)
- [CCSS ELA Language Standard L.11-12.2a-b](#)
- [CCSS ELA Language Standard L.11-12.3a](#)

Indicator 1l Guiding Question:

Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?

Evidence Collection

In the Instructional Materials being reviewed:

- Review the table of contents and prefatory materials and identify how grammar and usage Language standards exercises, practice, and support are identified (separate sections, embedded, in writing, in speaking, etc.)
- Review appendices and indexes for grammar and usage Language standards supports.
- Look through all materials for any core materials that are stand-alone instructional materials for grammar and usage Language standards.
- Review assessment materials for any grammar and usage Language standards assessment items.
- Identify any Teacher Edition materials that support teachers in monitoring students' grammar and usage Language standards development.
- Look at how grammar and usage Language standards expectations are taught (explicit sections, embedded, or both).

Cluster Meeting

Preparing for the cluster meeting:

- How much instructional time is spent on grammar and usage Language standards instruction?
- How are these standards taught (explicit sections, embedded, or both)?
- Do students have practice around standards?
- How do the materials build on standards learned in the previous grade level?
- How do readings/texts support the acquisition and practice of grade-level grammar and usage standards (e.g., Do they provide models of use?)?

During the cluster meeting:

- Share evidence of the indicator.
- Where do the materials explicitly address the grammar and conventions standards for the grade level?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 1: Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence

Criterion 1.2	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.
Indicator 1m	Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive, year-long vocabulary development component. Vocabulary is repeated in various contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high-value academic words (e.g., words that might appear in other contexts/content areas). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive, year-long vocabulary development component. Vocabulary is repeated in various contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high-value academic words (e.g., words that might appear in other contexts/content areas). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials provide teacher guidance outlining a cohesive, year-long vocabulary development component. Vocabulary is repeated in various contexts (before texts, in texts) and across multiple texts. Attention is paid to vocabulary essential to understanding the text and to high-value academic words (e.g., words that might appear in other contexts/content areas).

About this indicator:

What is the purpose of this Indicator?

This indicator identifies vocabulary instruction that is intentionally built into the year-long plans to grow students' academic vocabulary (Tiers II and 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-grade level 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).

Research or Standards connection:

“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).

“First, vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary. Direct instruction should include task restructuring as necessary and should actively engage the student. Finally, dependence on a single vocabulary instruction method will not result in optimal learning. [“Report of the National Reading Panel”](#)”

Resources:

- [CCSS Appendix A](#) (See [p. 32](#) for information about acquiring vocabulary.)
- [CCSS ELA Reading: Literature Standard RL.9-10.4](#)
- [CCSS ELA Reading: Literature Standard RL.11-12.4](#)
- [CCSS ELA Reading: Informational Text Standard RI.9-10.4](#)
- [CCSS ELA Reading: Informational Text Standard RI.11-12.4](#)
- [CCSS ELA Language Standards L.9-10.4-L.9-10.6](#)
- [CCSS ELA Language Standards L.11-12.4-L.11-12.6](#)

Indicator 1m Guiding Question:

How is vocabulary development attended to in everyday instruction?

Evidence Collection

In the Instructional Materials being reviewed:

- Look at the 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 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).

Cluster Meeting

Preparing for the cluster meeting:

- How is vocabulary development attended to in daily instruction? How is it identified in culminating tasks and assessments?
- 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 or content areas?
- 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?
- Is vocabulary organized with built in supports/scaffolds to foster independence?
- Are checks for proficiency included?
- Is academic vocabulary introduced authentically (i.e, in context)?
- 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 cluster meeting:

- Share evidence of the indicator.
- How does this design to support vocabulary development build across grade levels?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1

Building Knowledge

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

What is the purpose of this Criterion?

This criterion addresses the importance of building knowledge of topics and themes. Building knowledge provides students with opportunities to improve comprehension and vocabulary through reading multiple texts on a topic or theme and through reading texts closely. Students need to be provided with carefully sequenced questions that provide opportunities for them to unlock core understandings of the complex text and build a deeper understanding of the topic or theme they are reading about or listening to.

Research Connection

“...knowledge of content and of the vocabulary acquired through learning about content are fundamental to successful reading comprehension; without broad knowledge, children's reading comprehension will not improve and their scores on reading comprehension tests will not budge upwards either. Yet, content is not adequately addressed in American schools, especially in the early grades” (E.D. Hirsch, 2006).

“Knowledge truly is the most powerful determinant of reading comprehension” (Adams, 2010).

Scoring:

Meets Expectations

- 20–24 points

Partially Meets Expectations

- 12–19 points

Does Not Meet Expectations

- <12 points

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2a	Texts are organized around a cohesive topic(s)/theme(s)* to build students' ability to read and comprehend complex texts independently and proficiently.

*Please see note under Evidence Collection for information about theme.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/ theme/line of inquiry. • Texts build knowledge and the ability to read and comprehend complex texts across a school year. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/ theme/line of inquiry. • Texts build knowledge and the ability to read and comprehend complex texts across a school year. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Texts are connected by a grade-appropriate cohesive topic/ theme/line of inquiry. • Texts build knowledge and the ability to read and comprehend complex texts across a school year.

About this indicator:

What is the purpose of this Indicator?

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.

“Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students’ content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.” ([Key Shifts in English Language Arts](#))

Research or Standards connection:

“...knowledge of content and of the vocabulary acquired through learning about content are fundamental to successful reading comprehension; without broad knowledge, children's reading comprehension will not improve and their scores on reading comprehension tests will not budge upwards either. Yet, content is not adequately addressed in American schools, especially in the early grades.” (E.D. Hirsch, 2006)

Resources:

- [The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for All Children](#)
- [CCSS ELA Reading Anchor Standards](#)
- [CCSS ELA Reading: Literature Standard RL.9-10.10](#)
- [CCSS ELA Reading: Literature Standard RL.11-12.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.9-10.10](#)
- [CCSS ELA Reading: Informational Text Standard RI.11-12.10](#)

Indicator 2a Guiding Question:

Are texts organized cohesively to build students' knowledge?

Evidence Collection

Note:

- With regards to theme, it is important to review and ensure that the theme addressed in the materials works to build knowledge. Note the theme title, the texts within the theme, essential questions, and tasks and evaluate if those items work together to build knowledge of a topic within the theme.

In the Instructional Materials being reviewed:

- 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.

Cluster Meeting

Preparing for the cluster meeting:

- Are the texts connected by cohesive topics and/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?
- Are scaffolds provided to help students achieve proficiency?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss how the organization of core texts and suggested readings will grow students' reading skills and knowledge over the course of the school year.
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2b	Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts, students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts, students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> For most texts, students analyze key ideas and details (according to grade-level standards). For most texts, students analyze craft and structure (according to grade-level standards).

About this indicator:

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. Questions and tasks should be coherently and intentionally sequenced to help students unlock core understandings of the text(s) being read and prepare them for the completion of a culminating task.

This indicator identifies directions for students to attend to language, key ideas, details, craft, and structures of texts. Students need to demonstrate the ability to integrate multiple skills to attend to these standards and grow their skills in English Language Arts.

Research or Standards connection:

“The reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of text-dependent questions, whose answers require inferences based on careful attention to the text” ([CCSS Key Shifts in English Language Arts](#)).

Resources:

- [CCSS Key Shifts in English Language Arts](#)
- [CCSS ELA Reading Anchor Standards](#)
- [CCSS ELA Reading: Literature Standards RL.9-10.1-RL.9-10.6](#)
- [CCSS ELA Reading: Literature Standards RL.11-12.1-RL.11-12.6](#)

Indicator 2b Guiding Question:

Are the questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity?

Evidence Collection

Note:

- The first scoring bullet of this indicator attends to the key ideas and details (RI and RL.1-3) and craft and structure (RL.4-6) strands of the CCSS ELA Reading: Literature.
- The second scoring bullet of this indicator attends to all strands of the CCSS ELA Reading: Literature (RI and RL.1-6).

In the Instructional Materials being reviewed:

- Look for and evaluate sets of questions that help the reader integrate knowledge and ideas from the text through addressing language, key ideas and details, and craft and structure.
- Look at the 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.)
- Look at assessment components, such as checks for proficiency (ongoing comprehension questions in Teacher Edition and sets of questions throughout student work).

Cluster Meeting

Preparing for the cluster meeting:

- Are students given opportunities to analyze literary texts and the author's word choice and purpose?
- Are students given opportunities to identify key ideas and details in literary texts?
- Are students given opportunities to analyze craft and structure in literary texts?
- 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)
- 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?

During the cluster meeting:

- Share evidence of the indicator.
- 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 any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2c	Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Most sets of questions and tasks support students’ analysis of knowledge and ideas. • Sets of questions and tasks provide opportunities to analyze across multiple texts as well as within single texts.

About this indicator:

What is the purpose of this Indicator?

This indicator identifies sequences of text-based 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. Questions and tasks should be coherently and intentionally sequenced to help students unlock core understandings of the text(s) being read and prepare them for the completion of a culminating task.

In Indicator 1f, text-specific and/or text-dependent questions 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.

Research or Standards connection:

“We must provide students with strong content knowledge in many domains at all grade levels in order for them to develop adequate language comprehension abilities (Farrell, Davidson, Hunter, and Osenga, 2010)”

Resources:

- [The Simple View of Reading: Research of Importance to All Educators](#)
- [CCSS ELA Reading Anchor Standards](#)
- [CCSS ELA Reading: Literature Standards RL.9-10.7 and RL.9-10.9](#)
- [CCSS ELA Reading: Literature Standards RL.11-12.7 and RL.11-12.9](#)
- [CCSS ELA Reading: Informational Text Standards RI.9-10.7-RI.9-10.9](#)
- [CCSS ELA Reading: Informational Text Standards RI.11-12.7-RI.11-12.9](#)

Indicator 2c Guiding Question:

Do questions and tasks integrate knowledge and ideas within a single informational text? Do some questions and tasks integrate knowledge and ideas across multiple texts?

Evidence Collection

Note:

- This indicator addresses RI and RL 7-9.

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to the design of teaching students how to integrate knowledge and ideas within an individual text and across multiple texts.
- 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, and focus more deeply on targeted skills such as intertextual connections, supporting claims/counterclaims, etc.)
- Look for and evaluate sets of 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.

Cluster Meeting

Preparing for the cluster meeting:

- Do questions integrate knowledge and ideas within a single informational text?
- Do some questions and tasks require students to use information from multiple texts?
- Do some 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?

During the cluster meeting:

- Share evidence of the indicator.
- Is support and guidance provided to teachers in supporting students’ literacy skills?
- 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 any questions that were not answered by this curriculum.

- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2d	Culminating tasks require students to demonstrate their knowledge of a unit's topic(s)/theme(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening). 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening). 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Culminating tasks are evident across a year's worth of material and they are multifaceted, requiring students to demonstrate mastery of several different standards at the appropriate grade level. Culminating tasks are varied across the year and provide students the opportunity to demonstrate comprehension and knowledge of a topic or topics through integrated skills (reading, writing, speaking, listening).

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on the culmination of a unit/section/text of learning, where sequences of high-quality text-based questions, activities, and tasks are synthesized by students into an integrated production of speaking and/or writing. Texts, discussion, and assignments are arranged so ideas develop from one lesson to another, incorporating print and digital texts. 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.

Research or Standards 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)

Resources:

- [CCSS Appendix B](#) (See p. 28, 36, 53 61)
- [CCSS ELA Grades 9-10 Reading: Literature Standards](#)
- [CCSS ELA Grades 11-12 Reading: Literature Standards](#)
- [CCSS ELA Grades 9-10 Reading: Informational Text Standards](#)
- [CCSS ELA Grades 11-12 Reading: Informational Text Standards](#)
- [CCSS ELA Grades 9-10 Writing Standards](#)
- [CCSS ELA Grades 11-12 Writing Standards](#)
- [CCSS ELA Grades 9-10 Language Standards](#)
- [CCSS ELA Grades 11-12 Language Standards](#)
- [CCSS ELA Grades 9-10 Speaking and Listening Standards](#)
- [CCSS ELA Grades 11-12 Speaking and Listening Standards](#)

Indicator 2d Guiding Question:

Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?

Evidence Collection

In the instructional materials being reviewed:

- Look at the 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. **Note: culminating tasks may occur at the end of a lesson, weekly, at the end of paired selections and/or text sets, or in combination.
- 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 culminating tasks and activities along with the corresponding sequences of questions 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 integrate skills.
- Look at assessment components at culminating sections. Also look at ongoing assessment design.
- Identify WRITING culminating tasks as well as SPEAKING culminating tasks.
- Note tasks that leverage students’ use of technology.

Cluster Meeting

Preparing for the cluster meeting:

- Are culminating tasks multifaceted (integrating reading, writing, speaking & listening, language), including comprehension standards and content knowledge?
- Are coherently sequenced text-specific and/or text-dependent 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 the standards?)
- 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.)?
- Do culminating tasks allow students to demonstrate knowledge through integrated skills? (reading, writing, speaking, listening)
- 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?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss how culminating tasks are used across the course of the year and across grade levels.
- Are the culminating tasks and activities synthesizing each unit/section of learning, building on the sequences of text-specific and/or text-dependent questions and activities?
- 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 and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2e	Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed guidance, protocols, models, and support for teachers to implement and monitor students' writing development. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed guidance, protocols, models, and support for teachers to implement and monitor students' writing development. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Materials include writing instruction that aligns to the standards for the grade level and supports students' growth in writing skills over the course of the school year. Instructional materials include a variety of well-designed guidance, protocols, models, and support for teachers to implement and monitor students' writing development.

About this indicator:

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 1i, 1j, 1k, and 1l, 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.

Research or Standards connection:

“Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources” ([CCSS ELA Writing Standards: Introduction for 6–12](#)).

Resources:

- [CCSS ELA Writing Anchor Standards](#)
- [CCSS ELA Grades 9-10 Writing Standards](#)
- [CCSS ELA Grades 11-12 Writing Standards](#)

Indicator 2e Guiding Question:

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?

Evidence Collection

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 Teacher's Edition materials that show exemplars and student samples.
- Look in assessments sections and identify writing assignments and tasks.
- Identify student rubrics and checklists.
- Identify support language/guidance around the integration of writing with reading.

Cluster Meeting

Preparing for the cluster meeting:

- 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?
- Do teacher materials provide models, protocols, and plans to support implementation of the writing tasks, projects, and supports?
- Do the materials support teachers in monitoring students' writing development?
- 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?
- Do materials support opportunities for students to revise and build on new learnings?
- Do writing tasks and projects increase in rigor over time?

During the cluster meeting:

- Share evidence of the indicator.

- Are there quality writing assignments and tasks that span the whole school year?
- Is writing instruction aligned to the grade level standards?
- Do materials include models, protocols, exemplars, and assessments to support implementation of writing tasks and projects and monitoring students' writing development?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.1	Materials build knowledge through reading, writing, speaking, listening, and language.
Indicator 2f	Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. • Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic. • Materials provide opportunities for students to conduct research projects that synthesize and analyze content tied to the topics under study as a part of the research process. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. • Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic. • Materials provide opportunities for students to conduct research projects that synthesize and analyze content tied to the topics under study as a part of the research process. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> • Research projects are sequenced across a school year to include a progression of research skills that build to mastery of the grade-level standards. • Materials support teachers in employing projects that develop students' knowledge of different aspects of a topic. • Materials provide opportunities for students to conduct research projects that synthesize and analyze content tied to the topics under study as a part of the research process.

About this indicator:

What is the purpose of this Indicator?

Indicator 2f 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).

Research or Standards connection:

“Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking” ([CCSS Introduction](#))

Resources:

- [CCSS ELA Writing Standards W.9-10.7-W.9-10.10](#)
- [CCSS ELA Writing Standards W.11-12.7-W.11-12.10](#)

Indicator 2f Guiding Question:

Do materials include a progression of research skills and research opportunities?

Evidence Collection

In the instructional materials being reviewed:

- Look at the 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.).
- Peruse the research projects to identify a progression of research skills across the school year (e.g., determining sources, gathering research, interviewing an expert), but note that does NOT mean research has to appear in EVERY unit.
- Identify any Teacher Edition guidance about supporting cross-content and technology skills research development.

Cluster Meeting

Preparing for the cluster meeting:

- Are research opportunities provided throughout the year’s curricular materials?
- Is there explicit instruction in the research skills (an assignment with no direct instruction v. how to write a sequence of instructions)?
- Are research projects and tasks built into contexts and culminating tasks, or are they stand-alone projects and tasks?
- 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?
- Are there opportunities for students to learn, practice, apply, and transfer skills into familiar and new contexts?

During the cluster meeting:

- Share evidence of the indicator.
- How does this design to support research skill development build across grade levels?
- Discuss any questions that were not answered by this curriculum.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.

- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2

Coherence

Materials promote mastery of grade-level standards by the end of the year.

What is the purpose of this Criterion?

This criterion addresses mastery of grade-level standards and its coherence with regard to program implementation and optional, or alternative, tasks. This criterion also addresses the necessity for standards to spiral over the course of the academic year in order for students to have sufficient opportunities to master the full intent of the standards at each grade level. Optional tasks that may be completed either in lieu of or to support core instruction should promote mastery of grade-level standards. Pacing suggestions for implementation should be able to be reasonably completed within a school year and alternative suggestions for implementation should not detract from core learning and mastery of grade-level standards.

Research Connection

“A key part of this ongoing comprehension process is maintaining a consistent standard for coherence. The term standard for coherence refers to a “reader’s criteria or general sense of the importance of forming a coherent representation, especially of how different parts of a text are related to one another” (Magliano et al, in McNamara, 2007, p.121) and how the text maps onto a reader’s prior knowledge. As text becomes more complex and as tasks become more demanding, students must develop and maintain an increasingly wide and rigorous standard for coherence if comprehension is to develop apace. The skilled reader monitors comprehension in accordance with this robust standard for coherence” (Peterson and Liben).

<https://docs.gatesfoundation.org/documents/literacyconveningprogressionofcomprehension.pdf>

Scoring:

Meets Expectations

- 7–8 points

Partially Meets Expectations

- 5–6 points

Does Not Meet Expectations

- <5 points

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2	Materials promote mastery of grade-level standards by the end of the year.
Indicator 2g	Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Over the course of each unit, the majority of instruction is aligned to grade-level standards. Over the course of each unit, the majority of questions and tasks are aligned to grade-level standards. Over the course of each unit, the majority of assessment questions are aligned to grade-level standards. By the end of the academic year, standards are repeatedly addressed within and across units to ensure students master the full intent of the standard.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on alignment of core instruction, including instruction, tasks, and assessments that are not aligned to standards, such as comprehension strategies. Additionally, this indicator focuses on the need for students to have sufficient opportunities in each grade-level standard in a spiraling and logical sequence over the course of the year in order to address the full intent of the standard.

Research or Standards connection:

“A remarkable convergence of research affirms this. argues for the primacy of a coherent, content-rich curriculum, which abounds in opportunities for reading, writing and discussion in every subject area. Such curriculum would have more impact on reading ability, higher-order comprehension and test scores than any other factor (Hirsch 2008; Willingham 2009). It is the basis for success in college and careers (Conley 2006). According to Robert Marzano, the actual, taught (vs. merely ‘written’) curriculum will have more impact on learning than any other in-school factor (2003). Is it any surprise, then, that a coherent, liberal arts curriculum is the common denominator in the success of the highest-achieving countries on PISA (Program for International Student Assessment; Munson 2011)? Of course, effective instruction—‘how we teach’ is profoundly important (and the subject of the next column). But even the best pedagogy can’t overcome the negative effects of incoherent curriculum, just as the best exercise regimen can’t overcome the damage done by a diet of fast food” (Schmoker, 2011).

Resources:

- [Curriculum NOW: Curriculum Brings Coherence to the Whole Educational Endeavor](#)
- [All Grade 9 CCSS ELA Standards](#)
- [All Grade 10 CCSS ELA Standards](#)
- [All Grade 11 CCSS ELA Standards](#)
- [All Grade 12 CCSS ELA Standards](#)

Indicator 2g Guiding Question:

Do materials spend the majority of instructional time on grade-level content?

Evidence Collection

In the instructional materials being reviewed:

- Look at the front matter of materials and read publisher directions and introduction to all sections.
- Look at scope and sequence/curriculum mapping/etc. that highlights vertical articulation of the ELA standards within and across grades, noting where standards are addressed and if the knowledge and skills spiral and build toward grade-level mastery.
- Review the assessment materials to ensure the knowledge and skills assessed demonstrate student’s growth in and mastery of the grade-level standards.

Cluster Meeting

Preparing for the cluster meeting:

- Are the *majority* (80% or more of each sub-bullet) of the following aligned to grade-level standards?
 - lessons/other instruction
 - questions and tasks
 - the content and expectations of assessment questions and tasks
- Do the students receive instruction in the standards multiple times throughout the year to ensure mastery of the full intent of the standards?

During the cluster meeting:

- Share evidence of the indicator.
- How does the overall design of the materials ensure instruction aligns to the grade-level standards? across grade levels?

- Discuss any gaps or imbalances in how the standards are taught or assessed.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Criterion 2.2	Materials promote mastery of grade-level standards by the end of the year.
Indicator 2h	Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.

Scoring:		
<p>4 points</p> <p>Materials meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. Suggested implementation schedules can be reasonably completed in the time allotted. Optional tasks do not distract from core learning. Optional tasks are meaningful and enhance core instruction. 	<p>2 points</p> <p>Materials DO NOT meet ALL of the requirements of this indicator.</p> <ul style="list-style-type: none"> Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. Suggested implementation schedules can be reasonably completed in the time allotted. Optional tasks do not distract from core learning. Optional tasks are meaningful and enhance core instruction. 	<p>0 points</p> <p>Materials DO NOT meet ANY of the requirements of this indicator.</p> <ul style="list-style-type: none"> Suggested implementation schedules and alternative implementation schedules align to core learning and objectives. Suggested implementation schedules can be reasonably completed in the time allotted. Optional tasks do not distract from core learning. Optional tasks are meaningful and enhance core instruction.

About this indicator:

What is the purpose of this Indicator?

This indicator measures the overall volume of instruction and assessment allotted to standards-aligned content and practices, including optional or ancillary materials that are offered as options to the traditional path through the program. While a program may “check all the boxes” by including all the pieces required to be considered an aligned program, there may be additional pieces included that, depending upon their volume and placement, may weaken an otherwise strong set of materials. Indicator 2g along with Indicator 2h seeks to discern between programs that minimize unaligned or off-grade-level content.

Research or Standards connection:

“We have known for some time that fidelity of implementation is vital to realizing the potential of curricular impact. As one research team concluded, ‘[The existing] research¹⁵ ha[s] concluded that level of implementation is a significant predictor of student achievement gain’ (Stringfield et al., 2000)” (Steiner, 2017).

Resources:

- [Curriculum Research: What We Know and Where We Need to Go](#)
- [All Grade 9 CCSS ELA Standards](#)
- [All Grade 10 CCSS ELA Standards](#)
- [All Grade 11 CCSS ELA Standards](#)
- [All Grade 12 CCSS ELA Standard](#)

Indicator 2h Guiding Question:

Can implementation schedules be reasonably completed in the time allotted? Do optional tasks distract from core learning?

Evidence Collection

In the instructional materials being reviewed:

- Review the table of contents, any pacing guides, and scope and sequence provided by the publisher.
- Consider the days spent on lessons/activities versus assessment. Examine the number of days recommended for re-teaching or extensions.
- Examine alternative implementation suggestions and lessons/activities that may be completed either in lieu of core instruction or as a supplement to core instruction.
- Review lessons, student practice pages, and homework assignments, closely examining items marked as optional or supplementary.
- 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 of the grade-level standards by the end of the course. 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.

Cluster Meeting

Preparing for the cluster meeting:

- Do the materials within the lesson allow students to learn at an appropriate pace for the given course level?
- How are the lessons structured? How are the lessons sequenced? Are there any instances where the sequencing of assignments is haphazard in development?
- How much time is designated for each lesson? Do the requirements of the lessons seem practical for teachers and students to complete in the suggested amount of time?
- Do optional tasks distract from core learning? Do the majority of optional tasks align to grade-level standards? Will completing optional tasks in lieu of core instruction create gaps in student mastery of grade-level standards?
- Are optional tasks varied over the course of the year v. stagnant? (e.g., worksheets)
- Do optional tasks contribute to core instruction to enhance student learning?

During the cluster meeting:

- Share evidence of the indicator.
- Is the suggested implementation schedule viable for one school year as written? Does the alternative implementation schedule allow student mastery of ALL grade-level standards?
- Are optional tasks meaningful and designed to enhance core instruction?

- Discuss any questions that were not answered by this curriculum. Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on the final rating.

Gateway 3: Usability

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.

What is the purpose of this Criterion?

This criterion examines how the materials support teachers:

- in delivering the student and ancillary materials, especially as it relates to students' literacy development.
- in understanding the instructional approaches of the program and research-based strategies.
- in improving their own knowledge of the subject beyond the grade level.
- in understanding the role of the standards in the context of the overall series.
- in planning for effective instruction that includes appropriate materials and how caregivers can support student progress and achievement.

Scoring:

Meets Expectations

- 8-9 points

Partially Meets Expectations

- 5-7 points

Does Not Meet Expectations

- <5 points

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 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.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. AND Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives. 	<p>1 point</p> <ul style="list-style-type: none"> Materials provide comprehensive guidance that will assist teachers in presenting the student and ancillary materials. OR Materials include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not provide comprehensive guidance that will assist them in presenting the student and ancillary materials. AND Materials do not include sufficient and useful annotations and suggestions that are presented within the context of the specific learning objectives.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they contain teacher guidance with sufficient and useful annotations and suggestions for how to enact the student materials and ancillary materials.

Indicator 3a Guiding Question:

Do the materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development?

Evidence Collection

Review the materials, both print and digital (if available), across the series.

Look for and record evidence to:

- Describe if and how the materials include overview sections, annotations, narrative information, or other documents that will assist the teacher in presenting the student material and/or ancillary materials.
- Describe how information and guidance provided by the materials is useful for planning instruction. Look

for suggestions about instructional strategies and guidance for presenting the content (specifically how to support students' literacy development), which could include identifying and addressing student errors and misconceptions. These are often in the planning sections as well as margin notes, but could also be in the front matter philosophy, professional development, or explanations of program components.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How are the materials structured to provide information that will assist the teacher in presenting the student material or ancillary materials?
- How do the materials provide specific guidance to plan instruction and support students in the content (specifically how to support students' literacy development)?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3b	Materials contain adult-level explanations and examples of the more complex grade-level/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <li style="text-align: center;">AND Materials contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject. 	<p>1 point</p> <ul style="list-style-type: none"> Materials contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <li style="text-align: center;">OR Materials contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not contain adult-level explanations and examples of the more complex grade/course-level concepts so that teachers can improve their own knowledge of the subject. <li style="text-align: center;">AND Materials do not contain adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they deepen teacher understanding of ELA content standards and expected student practices so that teachers can improve their own knowledge of the subject.

Indicator 3b Guiding Question:

Do the materials contain adult-level explanations and examples of the more complex grade/course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject?

Evidence Collection

Review the materials, both print and digital (if available), across the series.

Look for and record evidence to:

- Describe if and how the materials provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where are supports provided for teachers to develop their own understanding of more advanced, grade-level concepts?
- Where are supports provided for teachers to develop their own understanding of concepts beyond the current course?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3c	Materials include standards correlation information that explains the role of the standards in the context of the overall series.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Correlation information is present for the ELA standards addressed throughout the grade level/series. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Explanations of the role of the specific grade-level/course-level ELA standards are present in the context of the series. 	<p>1 point</p> <ul style="list-style-type: none"> Correlation information is present for the ELA standards addressed throughout the grade level/series. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Explanations of the role of the specific grade-level/course-level ELA standards are present in the context of the series. 	<p>0 points</p> <ul style="list-style-type: none"> Standards correlations are inaccurate or missing. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> There are few, if any, explanations of the role of the specific grade-level/course-level ELA standards in the context of the series.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials provide documentation of how each lesson and unit correlate to the Common Core State Standards for ELA and whether materials provide explanations of the role of the standards at each unit/module in the context of the overall series.

Indicator 3c Guiding Question:

Do the materials include standards correlation information that explains the role of the standards in the context of the overall series?

Evidence Collection

Review the print and digital (if available) table of contents, pacing guides, scope and sequence, and other teacher materials.

Look for and record evidence to:

- Describe how teacher materials provide documentation that addresses how individual units, lessons, or activities throughout the series are aligned to reading, writing, speaking, and/or listening (Common Core ELA Standards), as applicable.
- Describe how teacher materials provide information to allow for coherence across multiple course levels, if applicable, to allow a teacher to make prior connections and teach for connections to future content.

Note:

- if standards correlation is inconsistent between levels (i.e. from the overview to a module or a lesson).
- if standards correlation is inaccurate.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Are the standards identified consistently and accurately?
- Do the materials identify how the current work fits into the K-12 progression of learning?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 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.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials contain strategies for informing students, parents, or caregivers about the program, and it also examines the series to determine if the materials contain suggestions for how parents or caregivers can help support student progress and achievement.

Indicator 3d Guiding Question:

Do the 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?

Evidence Collection

Look at both print and digital (if available) student materials and teacher materials, including beginning sections of the entire course, unit, chapter, or lesson that contains overview sections, teacher instruction pages, or ancillary supports for a narrative explanation of the content in each topic, paying attention to key instruction that will inform others that may be assisting the student's progress.

Look for and record evidence to:

- Determine where the materials contain strategies for informing students, parents, or caregivers about the ELA program. Look for forms of communication with parents and caregivers, including for families that may speak and read in a language other than English.
- Describe where the materials contain suggestions for how parents or caregivers can help support student progress and achievement. Look for any work that notes a school-to-home connection.
- Note whether any materials for parents (like letters home) have been translated into languages other than English. If so, list the available languages.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where do the materials contain overview sections, teacher instruction pages, or ancillary supports that

contain strategies for informing students, parents, or caregivers about the ELA program, including for families that may speak and read a language other than English?

- Where do the materials contain overview sections, teacher instruction pages, or ancillary supports that contain suggestions for how parents or caregivers can help support student progress and achievement?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3e	Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.

Scoring:

2 points	1 point	0 points
<ul style="list-style-type: none"> Materials explain the instructional approaches of the program. AND Materials include and reference research-based strategies. 	<ul style="list-style-type: none"> Materials explain the instructional approaches of the program. OR Materials include and reference research-based strategies. 	<ul style="list-style-type: none"> Materials do not explain the instructional approaches of the program. AND Materials do not include and reference research-based strategies.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they explain the instructional approaches of the program and whether they identify research-based strategies that have informed the design of the materials.

Indicator 3e Guiding Question:

Do the materials provide explanations of the instructional approaches of the program and identification of the research-based strategies?

Evidence Collection

Review the materials across the series.

Look for and record evidence to:

- Describe how and where the materials explain the instructional approaches of the program.
- Describe how and where the materials identify and reference research-based strategies that are used in the design.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how well do the materials explain the instructional approaches of the program?
- Where and how well do the materials identify and reference research-based strategies used in and throughout the program?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3f	Materials provide a comprehensive list of supplies needed to support instructional activities.

Scoring:	
1 point <ul style="list-style-type: none"> Materials include a comprehensive list of supplies needed to support the instructional activities. 	0 points <ul style="list-style-type: none"> Materials do not include a comprehensive list of supplies needed to support instructional activities.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials contain a comprehensive list of materials needed to support implementation.

<p>Indicator 3f Guiding Question: Do the materials provide a comprehensive list of supplies needed to support instructional activities?</p>
<p>Evidence Collection</p> <p>Review the materials across the series.</p> <p>Look for and record evidence to:</p> <ul style="list-style-type: none"> Determine whether a comprehensive list of required materials is provided.
<p>Cluster Meeting</p> <p>Discuss and answer the following questions to support consensus scoring conversations:</p> <ul style="list-style-type: none"> Does the series provide a comprehensive list of required materials? At what level(s) is the support provided (course, unit/module, lesson, etc.)?

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3g	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.1	The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.
Indicator 3h	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.2

Assessment

The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.

What is the purpose of this Criterion?

This criterion

- examines how the materials measure individual student progress towards the standards and elements over time.
- examines how the materials provide guidance to monitor and move student learning.
- examines how the materials indicate which standards are assessed and provide accommodations while still assessing the intent of the standards.

Scoring:

Meets Expectations

- 9-10 points

Partially Meets Expectations

- 7-8 points

Does Not Meet Expectations

- <7 points

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3i	Assessment information is included in the materials to indicate which standards are assessed.

Scoring:		
2 points <ul style="list-style-type: none"> Materials consistently identify the standards and practices assessed for formal assessments. 	1 point <ul style="list-style-type: none"> Materials identify the standards and practices assessed for some of the formal assessments. OR Materials consistently identify the standards and practices assessed for formal assessments, but do not include all standards and practices for the grade or course level. 	0 points <ul style="list-style-type: none"> Materials do not identify the standards and practices assessed for the formal assessments. OR Materials identify the standards and practices assessed for some of the formal assessments, but do not include all standards and practices for the grade or course level.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the assessment materials to determine whether they identify the standards being assessed for all formal assessment types. It is important to note that some assessments may be building toward the standards and not intended to measure full depth of the standards; these assessments should identify which aspects of the standards are being assessed and/or being built toward.

Formal assessments are determined by the publisher and could include all types: formative, summative, etc. Reviewers look for a list of standards assessed for the entire assessment and/or associated with each item/task. Reviewers look for evidence of identification only.

Indicator 3i Guiding Question:

Does assessment information included in the materials indicate which standards are assessed?

Evidence Collection

Review assessments and corresponding assessment guidance across the series. *Note: this is not an item analysis.

Look for and record evidence to:

- Describe how and where assessments clearly identify which standards are being assessed. Include the level at which the assessment is given (unit, lesson, etc.) and the level at which standards are identified (assessment, task, item, etc.).
- Describe any instances where standards are listed incorrectly or are not from the appropriate grade level/band.
- In the event that the assessments build toward grade-level or grade-band standards, describe whether the assessment information identifies which aspects of the standards are assessed. Also, describe how and where the materials include information that details how the assessments build toward the standards for the grade level or band.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the materials clearly identify which standards are assessed?
- Do the standards correlations or assessment guidance documents indicate if all standards for the grade level/band are assessed by the end of the grade level/band?
- If assessments are building towards the standards, do the materials identify which aspects of the standards are being assessed and how these contribute to building toward grade-level/grade-band standards?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3j	Assessment system provides multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

Scoring:		
<p>4 points</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and suggestions to teachers for following-up with students. 	<p>2 points</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance but does not provide suggestions for following-up with students. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Assessment system provides multiple opportunities to determine students' learning and suggestions to teachers for following-up with students but does not provide sufficient guidance for interpreting student performance. 	<p>0 points</p> <ul style="list-style-type: none"> Assessment system does not provide multiple opportunities to determine students' learning and sufficient guidance to teachers for interpreting student performance. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> Assessment system does not provide multiple opportunities to determine students' learning and suggestions to teachers for following-up with students.

About this indicator:

What is the purpose of this Indicator?

This indicator examines assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools (e.g., sample student responses, scoring guidelines, and open-ended feedback), guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance.

Research or Standards connection:

Scoring tools ensure that assessments provide accurate and consistent information about a student's understanding of the lesson or standards. Answer keys, scoring guides and rubrics are examples of tools that provide criteria to score student work.

Indicator 3j Guiding Question:

Does the assessment system provide multiple opportunities throughout the grade, course, and/or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?

Evidence Collection

Review assessments and corresponding assessment guidance across the series, including answer keys, rubrics, and other assessment scoring tools.

Look for and record evidence to:

- Describe if and how assessments provide tools for scoring purposes (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback).
- Describe whether guidance is provided to teachers to interpret student understanding. Look for task-specific scoring guidance to help determine if a student has met the expectations.
- Describe whether teachers are provided with guidance to respond to student needs elicited by the assessment. Record evidence about follow-up steps/suggestions provided for the teacher.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide tools to score assessment items?
- Is guidance consistently provided to teachers to interpret student understandings?
- Are teachers consistently provided with guidance to respond to student needs elicited by the assessment?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3k	Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.

Scoring:		
<p>4 points</p> <ul style="list-style-type: none"> Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series. 	<p>2 points</p> <ul style="list-style-type: none"> Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level standards across the series. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level shifts across the series. 	<p>0 points</p> <ul style="list-style-type: none"> Assessments do not include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the assessments within and across the materials to determine whether they include a variety of assessment types that are constructed in a manner that allows for the depth of the grade-level standards and shifts to be assessed.

Research or Standards connection:

CCSSO Criteria for High Quality Assessment: Section C - Align to Standards - English Language Arts/Literacy

Indicator 3k Guiding Question:

Do the assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series?

Evidence Collection

Review assessments and corresponding assessment guidance across the series.

Look for and record evidence to:

- Describe the different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) used for student assessments.
- Describe the different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice).
- Note specific examples of the assessment measuring all components of the grade-level standard.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and how are they used across different assessments, grades/courses, and series?
- Do the assessments include a variety of types (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple choice) and how are they used across different assessments, grades/courses, and series?

Gateway 3: Usability

Criterion 3.2	The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.
Indicator 3I	Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series' assessments and assessment guidance documentation to determine what accommodations are available.

Indicator 3I Guiding Question:

Do the assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment?

Evidence Collection

Review assessments and corresponding assessment guidance across the series.

Look for and record evidence to:

- Describe where and how accommodations are offered that ensure all students can access the assessment,(e.g. text to speech, increased font size, etc.) without changing the content of the assessment.
- Describe any guidance for teachers on the use of provided accommodations.
- Describe whether any accommodations alter grade-level/course expectations or the content of the assessment for students.
- Describe any guidance provided for teachers to account for varied levels of English language proficiency without changing the content of the assessment, yet still allowing Multilingual Learners (MLLs)¹ to show grade level mastery regardless of language ability.
- Describe any guidance provided for teachers to allow for students with disabilities to demonstrate their knowledge and skills without changing the content of the assessment.

Cluster Meeting

¹ At EdReports, we use the term "multilingual learners" when we refer to students who are developing proficiency in multiple languages including students learning English as an additional language in school. This choice is the organization's attempt to use more asset-based language.

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the assessments provide accommodations for students?
- Where and how is guidance provided for teachers to use the accommodations?
- Do accommodations alter grade-level/course expectations for students?
- Are current instructional supports for MLLs maintained through the assessment process?
- Are current instructional supports for Students with Disabilities maintained through the assessment process?

Gateway 3: Usability

Criterion 3.3

Student Supports

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

What is the purpose of this Criterion?

This criterion examines how the materials:

- leverage diverse cultural and social backgrounds of students.
- provide appropriate support, accommodations, and modifications for special populations that support regular and active participation in learning English language arts and literacy.
- provide multiple access points for students at varying ability levels to engage with literacy content.
- include multi-modal opportunities for students to share their thinking.
- represent people of various demographic and physical characteristics.
- provide opportunities for teachers to use a variety of grouping strategies.
- are made accessible by providing appropriate supports for different reading levels.

Scoring:

Meets Expectations

- 6 points

Partially Meets Expectations

- 4-5 points (*with no 0s)

Does Not Meet Expectations

- <4 points

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3m	Materials provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English language arts and literacy.

Scoring:		
2 points <ul style="list-style-type: none"> Materials regularly provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work. 	1 point <ul style="list-style-type: none"> Materials do not regularly provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work. 	0 points <ul style="list-style-type: none"> There are no strategies, supports, or resources for students in special populations to support their regular and active participation in grade-level literacy work.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether the materials provide strategies, supports, and resources for students in special populations to support their regular and active participation in grade-level literacy work.

Research or Standards connection:

For this indicator, special populations refers to students that must overcome barriers that may require special consideration and attention to ensure equal opportunity for success and in an educational setting.

Resources:

- [Supporting Special Populations, Office of Elementary and Secondary Education](#)

Indicator 3m Guiding Question:

What opportunities are there for students in special populations to engage with grade-level materials to support ongoing participation in learning English language arts and literacy?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe where and how the materials provide specific strategies and supports for differentiating instruction to meet the needs of students in special populations.
- Identify whether the materials support students in special populations in regular and active participation in grade-level literacy and include any instances where differentiation does not present opportunities to engage students in the work of the grade level.
- Describe teacher guidance around using grouping strategies with students in special populations.

Note - 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.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials provide appropriate differentiated strategies and supports for students in special populations?
- Do materials provide differentiation supports to sufficiently engage students in grade-level/course-level literacy?
- Do the materials include overarching guidance on strategies and accommodations for special populations? Are these evident in lessons?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3n	Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials provide multiple opportunities for advanced students to investigate the grade-level content at a higher level of complexity. AND No instances of advanced students doing more assignments than their classmates. 	<p>1 point</p> <ul style="list-style-type: none"> Materials provide some opportunities for advanced students to investigate the grade-level content at a higher level of complexity. AND There are few instances of advanced students doing more assignments than their classmates. 	<p>0 points</p> <ul style="list-style-type: none"> Materials provide few, if any, opportunities for advanced students to investigate the grade-level content at a higher level of complexity. OR There are many instances of advanced students doing more assignments than their classmates.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether the materials provide opportunities for advanced students to engage in grade-level content at a higher level of complexity.

Indicator 3n Guiding Question:

What opportunities are present for students to engage in learning with grade-level English language arts at higher levels of complexity?

Are the opportunities that are present purposeful investigations or extensions?

Do the opportunities extend learning of the grade-level content or topic?

Evidence Collection

Review the student materials across the series.

Look for and record evidence to:

- Describe how and where students reading at or above grade level are working at a higher level of complexity with a standard. Note - this is not students completing additional tasks or more work, but is an extension of their learning.
- Identify strategies or supports for students reading at or above grade level to complete tasks at a higher level of complexity.
- Describe teacher guidance around using grouping strategies with advanced students.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do the materials present opportunities specific to extending students' learning of the grade-level content?
- Where and how do the materials present opportunities to students to engage in grade-level content at a higher level of complexity?
- What opportunities do students have to develop and apply higher-level thinking?
- What strategies and supports are available for students to engage in grade-level content at a higher level of complexity?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3o	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.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials for a variety of approaches to learning tasks over the grade level and grade band, a variety of opportunities for students to demonstrate their learning over time, opportunities for students to receive oral and/or written peer or teacher feedback, and opportunities for students to monitor and move their learning.

Indicator 3o Guiding Question:
 What approaches to presentation of material are provided?
 What approaches are provided for students to demonstrate and monitor their learning?
 Do the approaches to presentation and demonstration of learning vary over the course of the year?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods.
- Describe how and where students have opportunities to share their thinking, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts.
- Describe how the program leverages the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply literacy ideas.
- Describe if and how materials provide for ongoing review, practice, self-reflection, and feedback.
- Describe if and how materials provide multiple strategies, such as oral and/or written feedback, peer or teacher feedback, and self-reflection.
- Describe if and how materials provide a clear path for students to monitor and move their own learning.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide multi-modal opportunities for students to share their thinking, ask questions, investigate, make sense of phenomena, and problem-solve using a variety of formats and methods?
- How and where do students have opportunities to share their thinking, to compare their thinking with other students or to new ideas presented in the learning opportunities, to demonstrate changes in their thinking over time, and to apply their understanding in new contexts?
- Where and how often do the materials provide for ongoing review, practice, self-reflection, and feedback?
- Where and how often do the materials provide guidance for multiple feedback strategies, such as oral and/or written feedback?
- Where and how often do the materials provide guidance for multiple strategies for peer or teacher feedback?
- Where and how often do the materials encourage students to monitor their own progress based on feedback and self-reflection?
- Where and how often do the materials provide a clear path for students to monitor and move their own learning?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3p	Materials provide opportunities for teachers to use a variety of grouping strategies.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine the types and frequency of grouping strategies for teachers to use and to determine if guidance is provided to teachers on how and when to use specific grouping strategies.

Note: Evidence for grouping strategies with: special populations will be in 3m; advanced students in 3n; and MLLs in 3q.

Indicator 3p Guiding Question:

Do the materials provide opportunities for teachers to use a variety of grouping strategies?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials provide grouping strategies for students.
- Describe how and where the materials provide for interaction among students and the types of interactions provided.
- Describe how and where the materials provide guidance for the teacher on grouping students in a variety of grouping formats.

Note: If you identify grouping strategies specifically targeted to differentiated populations, please assign that evidence to the associated indicators (special populations will be in 3m; advanced students in 3n; MLLs in 3q).

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials provide different grouping strategies? How does this differ based on the needs of particular students?

- How and where do materials balance whole group, small group, and individual instruction to provide for interaction among students?
- How and where do the materials provide guidance for the teacher on how and when to use specific grouping strategies?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3q	Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards to regularly participate in learning English language arts and literacy.

Scoring:		
<p>2 points</p> <ul style="list-style-type: none"> Materials consistently provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through regular and active participation in grade-level literacy work. 	<p>1 point</p> <ul style="list-style-type: none"> Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through active participation in grade-level literacy work, but not consistently. 	<p>0 points</p> <ul style="list-style-type: none"> Materials do not provide strategies and supports for students who read, write, and/or speak in a language other than English to meet or exceed grade-level standards through regular and active participation in grade-level literacy work.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether the materials provide strategies, supports, and resources for students who read, write, and/or speak in a primary language other than English to support their regular and active participation in grade-level literacy work.

Indicator 3q Guiding Question:

Do the materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level literacy work?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how the materials frame their MLL approach and supports throughout the program for the explicit purpose of ensuring they are able to meet the standards.
- Describe how the materials provide strategies, appropriate support, and accommodations that will support MLLs' regular and active participation. Include opportunities for speaking, listening, reading, and

writing to develop practices and knowledge of the subject matter. This may include scaffolding, but should scaffold up towards grade-level work.

- Describe content-specific or lesson-specific strategies or materials provided for supporting all students in engaging in grade-level/grade-band 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, and there needs to be specific supports and/or routines that allow students to access grade-level instruction and content.
- Describe teacher guidance to support MLLs and to utilize the strategies, supports, and/or accommodations found. Also, describe how the learning opportunities and assessments help teachers identify and follow-up on whether the student has success in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.
- Describe how the materials incorporate varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning of grade-level content with opportunities for students to do so in various ways as their language development progresses.
- Describe teacher guidance around using grouping strategies with MLLs. Is there guidance as to how to use language proficiency in grouping students, i.e., when to group students by home language or by language proficiency, either heterogeneously or homogeneously?

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where do materials provide appropriate support, and accommodations for MLLs that will support their regular and active participation in learning English language arts and literacy?
- Where is there evidence of specific resources and strategies supporting all students?
- Where are differentiation supports present for MLLs?
- What materials would help teachers provide lessons and concepts to help support these students?
- Are there oral language development activities (speaking and listening) for students that provide pathways, including scaffolds and supports for MLLs to engage with grade-level content and to develop disciplinary practices and knowledge of the subject matter? Speaking and listening activities without specific supports for MLLs would not be sufficient evidence.
- Are there reading and writing activities that engage ELs in topics and prompts with peers and teacher throughout and as an integral part of the reading and writing process to develop disciplinary practices and knowledge of the subject matter?
- Do the materials for teachers provide guidance for instructional practices that promote student agency and learner autonomy for MLLs?
- Do the materials provide guidance for teachers to anticipate and address potential language demands and opportunities that may interfere with engagement of content? Do they clearly identify where both student successes and challenges may be rooted in misconceptions in content vs. language demands, through learning and assessment?
- Do the materials support teachers in identifying students at various language levels with guidelines for supporting these students in monitoring and moving their language development along the English proficiency progression?
- For MLLs still developing their language skills but exceeding in their ability to engage in grade-level content, do the materials allow for them to develop and deepen their understanding of concepts in their primary language?
- Are there vocabulary development supports specific to MLLs, not just to the content? If the focused-upon words are needed to grapple with the linguistic demand of the lesson, then they are MLL

supports. If all students need content vocabulary knowledge to be successful in the lesson, then activities and strategies to learn those content-specific words are not MLL strategies.

- Are supports for MLLs differentiated based on level of language proficiency?
- Have we chosen evidence that is specific to supporting the language development of MLLs?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3r	Materials provide a balance of images or information about people, representing various demographic and physical characteristics.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials include a balance of images or information about people, representing various demographic and physical characteristics.

Indicator 3r Guiding Question:

Do the materials provide a balance of images or information about people, representing various demographic and physical characteristics?

Evidence Collection

Review the student materials across the series.

Look for and record evidence to:

- Describe if and how the materials provide examples of various demographic and physical characteristics.
- Describe if the images and those represented show students engaging in and able to do the work related to the context of the learning.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do materials and assessments depict different individuals of different genders, races, ethnicities, and other physical characteristics?
- How and where do materials and assessments balance positive portrayals of demographics or physical characteristics? Do names used in assessments, or images throughout the materials depict different genders, races, ethnicities, and other physical characteristics?
- Do the materials avoid stereotypes or language that might be offensive to a particular group?
- Are depictions of demographics or physical characteristics portrayed positively across the series, or is one demographic represented more positively than others? For example, do assessment items proportionately use male and female names for both correct and incorrect responses, or is one gender predominately used for incorrect responses?

- Do the materials provide representations that show students that they can succeed in the subject, going beyond just showing photos of diverse students not engaged in work related to the context of the learning?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3s	Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials for teacher guidance on connecting learning opportunities to students through use of student home language.

Indicator 3s Guiding Question:

Do the materials present multilingualism as an asset in reading, and encourage support teachers of MLLs to use their students' home language strategically for learning how to negotiate texts in the target language?

Do the materials include instructions on how to garner information of a students' home language that will aid in learning?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how the materials provide suggestions and strategies to use the home language to support students in learning ELA.
- Describe how the materials present multilingualism as an asset in reading, and how to use students' home language strategically for learning how to negotiate text in the target language.
- Describe how teacher materials include guidance on how to garner information that will aid in learning, including the family’s preferred language of communication, schooling experiences in other languages, literacy abilities in other languages, and previous exposure to academic or everyday English. Include whether and how the materials guide teachers to use this information strategically in instruction.

Cluster Meeting

Discuss and answer the following question to support consensus scoring conversations:

- What strategies are present to utilize student home language in context with the materials? Are these strategies generalized or specific to certain content?

- Do materials promote home language and knowledge as an asset to engage students in the content material?
- Do the materials use student home language as an additional support to gain access to the content, or rely on students understanding the content in their home language?
- Do the materials recognize all languages, or rely on known information about some of the more prevalent languages (i.e., cognates in Spanish)?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student’s regular and active participation in grade-level/grade-band/series content.
Indicator 3t	Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials are designed to elicit and leverage diverse cultural and social backgrounds of students.

Indicator 3t Guiding Question:

Do the materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe if and how materials make connections to the linguistic, cultural, and conventions used in learning ELA.
- Describe if and how materials make connections to the linguistic and cultural diversity to facilitate learning.
- Identify if teacher guidance is present on how to engage culturally diverse students in the learning of ELA.
- Identify equity guidance and opportunities in the materials.
- Identify opportunities for students to feel “acknowledged” such as tasks based on customs of other cultures.
- Identify prompts where students are encouraged to share how they (or their parents) do things at home or use information to create personal problems, etc.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How well do the materials capitalize on diverse cultural and social backgrounds of students?
- How well do the materials help to promote equity and access (across genders, cultures, or countries of origin)?

- How well are the learning goals, instructional activities, text, and images presented in a context designed to leverage diverse cultural and social backgrounds of students?
- How well are the learning goals, instructional activities, text, or images, likely to be relevant, interesting and/or motivating to students?
- How well do the materials connect to the students' funds of knowledge, culture, or community?

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3u	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.3	The program includes materials designed for each student's regular and active participation in grade-level/grade-band/series content.
Indicator 3v	<i>*This is not an assessed indicator in ELA.</i>

Gateway 3: Usability

Criterion 3.4

Intentional Design

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

What is the purpose of this Criterion?

This criterion:

- examines how the materials integrate digital technology and interactive tools to support student engagement.
- examines how the materials use digital technology to provide collaborative opportunities for teachers and/or students.
- examines how the embedded technology and visual design supports student engagement and learning.

Scoring: Narrative Evidence Only

Note: No score is given for this criterion. Only qualitative evidence is provided.

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3w	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.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines whether materials integrate interactive tools and/or dynamic software in ways that support student engagement ELA and literacy and is applicable to materials with digital components only.

Indicator 3w Guiding Question:

Do the materials integrate interactive tools and/or dynamic software in ways that support student engagement in ELA and literacy, when applicable?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe if and how digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools are available to students.
- Describe if and how included digital tools support student engagement in ELA.
- Describe if and how digital materials can be customized for local use (i.e., student and/or community interests).

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- What digital technology and interactive tools are included in the materials?
- How are digital technology and interactive tools, such as data collection tools, simulations, and/or modeling tools made available to students?
- How do included digital tools support student engagement in ELA?
- How can digital materials be customized for local use (i.e., student and/or community interests)?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3x	Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the series to determine if the materials provide opportunities and guidance for teachers and/or students to collaborate with each other and is applicable to materials with digital components only.

Indicator 3x Guiding Question:

Do the materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how and where the materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.
- Describe which stakeholders the materials support collaboration between: teacher to teacher, teacher to student, or student to student.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- How and where do the materials provide opportunities for online or digital collaboration?
- How and where do the materials provide opportunities for students to collaborate with the teacher and/or with other students?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3y	The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the visual design to determine if images, graphics, and models support student learning and engagement, without being visually distracting; examines for consistency in layout of the teacher and student materials; examines resources to determine whether they clearly communicate information; and examines resources to determine whether they contain any errors as they relate to usability.

Indicator 3y Guiding Question:

Does the visual design (whether in print or digital) support students in engaging thoughtfully with the subject, and is neither distracting nor chaotic?

Evidence Collection

Review teacher and student materials across the series.

Look for and record evidence to:

- Describe how images, graphics, and models support student learning and engagement without being visually distracting.
- Describe whether teacher and student materials are consistent in layout and structure across lessons/modules/units.
- Describe if and how the images, graphics, and models clearly communicate information or support student understanding of topics, texts, or concepts.
- Identify any errors in the resources related to usability.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Do all images, graphics, and models support student learning and engagement, without being visually distracting?
- Are the teacher and student materials consistent in layout and structure?
- Are there any directions, questions, or information in the instructional materials or assessments that are ambiguous, unclear, or inaccurate?

- Are the organizational features (Table of Contents, glossary, index, internal references, table headers, captions, etc.) in the materials clear, accurate, and error-free?

Gateway 3: Usability

Criterion 3.4	The program includes a visual design that is engaging and references or integrates digital technology, when applicable, with guidance for teachers.
Indicator 3z	Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.

Scoring: Narrative Evidence Only

Note: No score is given for this indicator. Only qualitative evidence is provided.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the materials to determine whether they provide teacher guidance for the use of embedded technology to support and enhance student learning and is applicable to materials with digital components only.

Indicator 3z Guiding Question:

Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable?

Evidence Collection

Review teacher materials across the series.

Look for and record evidence to:

- Describe where and how the materials provide guidance for using embedded technology to support and enhance student learning, where applicable.

Cluster Meeting

Discuss and answer the following questions to support consensus scoring conversations:

- Where and how do teacher materials provide guidance for using embedded technology to support and enhance student learning, where applicable?