Review Criteria

English Language Arts Grades K-2
(without Foundational Skills)

v1.5

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About EdReports.org

Our Mission: EdReports.org is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.

Our Vision: All students and teachers will have access to the highest quality instructional materials that will help improve student learning outcomes.

Our Theory of Action: Credible information against quality criteria in a quickly changing marketplace helps educators make better purchasing decisions and improve student performance. Identifying excellence and improving demand for high quality, aligned instructional materials will improve the supply of quality materials over time, leading to better student achievement outcomes.
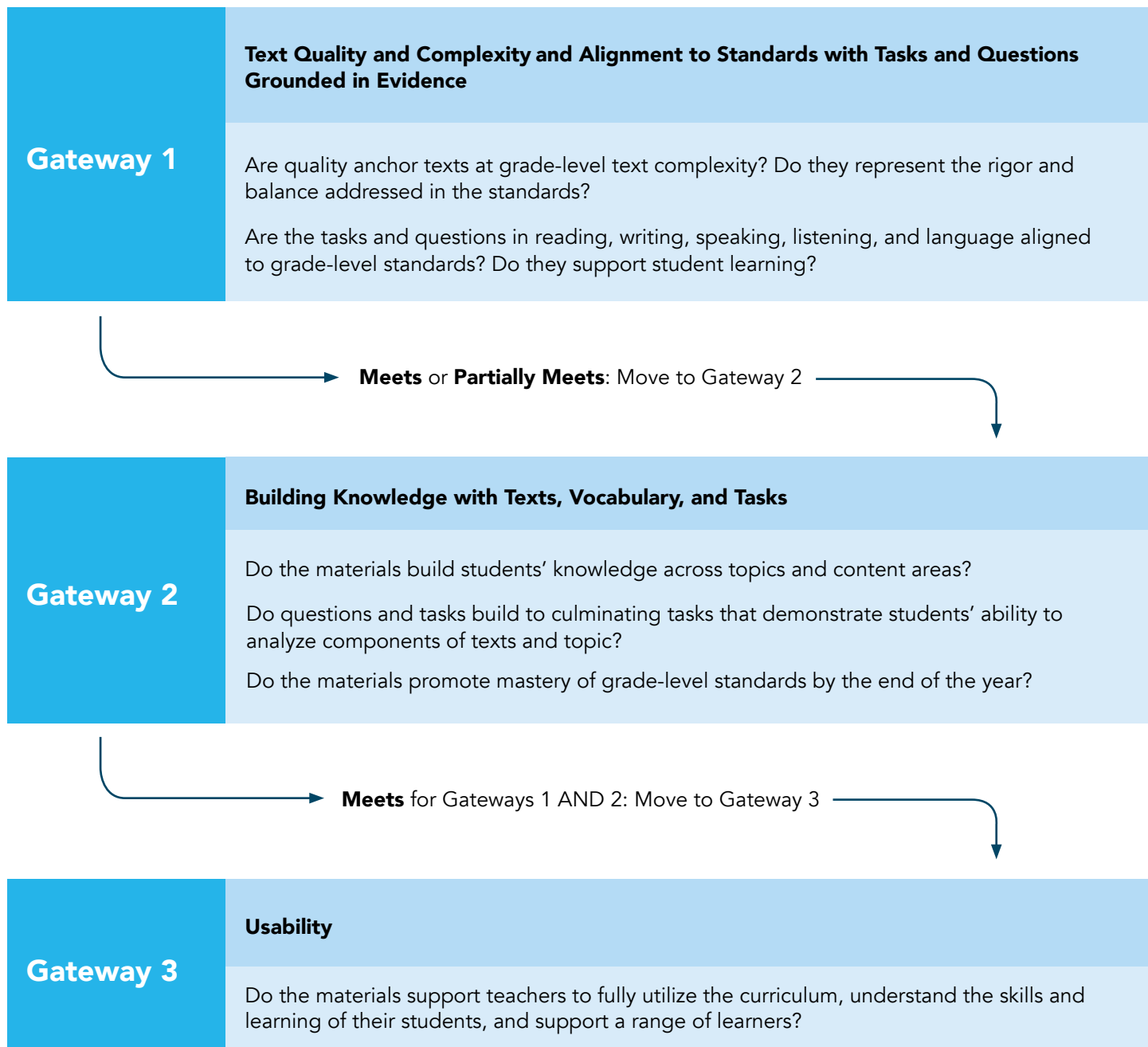
About Our Review Tools

EdReports reviewers use these review tools to create free, evidence-rich reports available on EdReports.org. These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional materials from those who will be using them in classrooms. Expert educators use our tools to evaluate full sets of instructional materials against criteria (see Figure 1). The tools are built from the experience of educators, curriculum experts, and leading rubric developers and organizations that have conducted reviews of instructional materials, lessons, and tasks.

To create our review tools, EdReports utilizes information from the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We also conduct research into the application of commonly used rubrics, gather input from hundreds of educators during nationwide listening tours, interview content experts, and convene Anchor Educator Working Groups of expert practitioners. Continuous improvement is important to this development, and each tool is used with multiple sets of materials before being finalized. In addition, the Anchor Educator Working Group has the opportunity to refine the tools after the initial round of implementation.

EdReports' Review Criteria for year-long comprehensive programs has three major gateways (see Figure 1) to guide the evaluation process. Reviewers apply the three gateways sequentially to ensure EdReports reports convey to the field the extent to which materials are CCSS-aligned or designed for the NGSS, and are usable by educators. Those materials that meet or partially meet the expectations for Gateway 1 will move to Gateway 2. Only those materials that meet the expectations for both Gateway 1 and Gateway 2 (Alignment Indicators) will move to Gateway 3 (Usability Indicators).

Figure 1: Gateway Evaluation Process for Review of English Language Arts Materials (Grades K-2)

Gateway 1	**Text Quality and Complexity and Alignment to Standards with Tasks and Questions Grounded in Evidence**
	Are quality anchor texts at grade-level text complexity? Do they represent the rigor and balance addressed in the standards?
	Are the tasks and questions in reading, writing, speaking, listening, and language aligned to grade-level standards? Do they support student learning?

Meets or **Partially Meets**: Move to Gateway 2

Gateway 2	**Building Knowledge with Texts, Vocabulary, and Tasks**
	Do the materials build students' knowledge across topics and content areas?
	Do questions and tasks build to culminating tasks that demonstrate students' ability to analyze components of texts and topic?
	Do the materials promote mastery of grade-level standards by the end of the year?

Meets for Gateways 1 AND 2: Move to Gateway 3

Gateway 3	**Usability**
	Do the materials support teachers to fully utilize the curriculum, understand the skills and learning of their students, and support a range of learners?

Gateway 1

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

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

REMINDER:

- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.

- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

High-quality texts are the central focus of lessons, are at the appropriate grade-level text complexity, and are accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

Gateway 1 Overview	Available Points
Criterion 1.1: Text Quality and Complexity **Indicators 1a-1e** 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.	18
Criterion 1.2: Alignment to the Standards with Tasks and Questions Grounded in Evidence **Indicators 1f-1m** Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	16
Total Available Points in Gateway 1	34 Meets: 28-34 Partially Meets: 17-27 Does Not Meet: <17

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.

Indicators	Scoring		
1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests. *This does not include decodables. Those are identified in Criterion 3.	0	2	4
1b. Materials reflect the distribution of text types and genres required by the standards at each grade level. *This does not include decodables. Those are identified in Criterion 3.	0	2	4
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.	0	2	4
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.	0	2	4
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.	0	1	2

Total Available Points	18	Meets: 14-18 Partially Meets: 9-13 Does Not Meet: <9

▶ 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.

Indicators	Scoring		
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).	0	1	2
1g. Materials provide frequent opportunities and protocols for evidence-based discussions.	0	1	2
1h. Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and support.	0	1	2
1i. Materials include a mix of on-demand and process, grade-appropriate writing (e.g., grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.	0	1	2
1j. Materials provide opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards.	0	1	2
1k. Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.	0	1	2
1l. Materials include explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context.	0	1	2
1m. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.	0	1	2

Total Available Points	16	**Meets: 14-16** **Partially Meets: 8-13** **Does Not Meet: <8**

Gateway 1 Total	**Total Available Points**	34	**Meets: 28-34** **Partially Meets: 17-27** **Does Not Meet: <17**

Gateway 2

Building Knowledge with Texts, Vocabulary, and Tasks

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

REMINDER:

- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.

- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

Materials build knowledge through integrated reading, writing, speaking, listening, and language, and promote mastery of grade-level standards by the end of the year.

Gateway 2 Overview	Available Points
Criterion 2.1: Building Knowledge **Indicators 2a-2f** Materials build knowledge through integrated reading, writing, speaking, listening, and language.	24
Criterion 2.2: Coherence **Indicators 2g-2h** Materials promote mastery of grade-level standards by the end of the year.	8

Total Available Points in Gateway 2	32	**Meets: 28-32** **Partially Meets: 16-27** **Does Not Meet: <16**

▶ Criterion 2.1: Building Knowledge

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

Indicators	Scoring
2a. Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently.	0　2　4
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.	0　2　4
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.	0　2　4
2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	0　2　4
2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	0　2　4
2f. Materials include a progression of research skills that guide shared research and writing projects to develop students' knowledge using multiple texts and source materials.	0　2　4

Total Available Points	**24**	**Meets: 20-24** **Partially Meets: 12-19** **Does Not Meet: <12**

▶ Criterion 2.2: Coherence

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

Indicators	Scoring		
2g. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	0	2	4
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.	0	2	4

Total Available Points	8	**Meets: 7-8** **Partially Meets: 5-6** **Does Not Meet: <5**

Gateway 2 Total	**Total Available Points**	32	**Meets: 28-32** **Partially Meets: 16-27** **Does Not Meet: <16**

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Gateway 3

Usability

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

REMINDER:

- Materials must "Meet Expectations" or "Partially Meet Expectations" in Gateway 1 to be reviewed in Gateway 2.

- Materials must "Meet Expectations" in BOTH Gateway 1 and Gateway 2 to be reviewed in Gateway 3.

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

Gateway 3 Overview	Available Points
Criterion 3.1: Teacher Supports **Indicators 3a-3h** The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	9
Criterion 3.2: Assessment **Indicators 3i-3l** 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.	10
Criterion 3.3: Student Supports **Indicators 3m-3v** The program includes materials designed for each child's regular and active participation in grade-level/grade-band/series content.	6
Criterion 3.4: Intentional Design **Indicators 3w-3z** The program includes a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.	**Narrative Evidence Only**
Total Available Points in Gateway 3	25 **Meets: 22-25** **Partially Meets: 16-21** **Does Not Meet: <16**

▶ Criterion 3.1:
Teacher Supports

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

Indicators	Scoring
3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	0　1　2
3b. Materials contain 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.	0　1　2
3c. Materials include standards correlation information that explains the role of the standards in the context of the overall series.	0　1　2
3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	**Narrative Evidence Only**
3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	0　1　2
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	0　　1
3g. *This is not an assessed indicator in ELA.*	
3h. *This is not an assessed indicator in ELA.*	

Total Available Points	9	Meets: 8-9 Partially Meets: 5-7 Does Not Meet: <5

▶ 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.

Indicators	Scoring
3i. Assessment information is included in the materials to indicate which standards are assessed.	0 1 2
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.	0 2 4
3k. Assessments include opportunities for students to demonstrate the full intent of grade-level/course-level standards and shifts across the series.	0 2 4
3l. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	**Narrative Evidence Only**

Total Available Points	**10**	**Meets: 9-10** **Partially Meets: 7-8** **Does Not Meet: <7**

▶ Criterion 3.3: Student Supports

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

Indicators	Scoring
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.	0 1 2
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.	0 1 2
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.	**Narrative Evidence Only**
3p. Materials provide opportunities for teachers to use a variety of grouping strategies.	**Narrative Evidence Only**
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.	0 1 2
3r. Materials provide a balance of images or information about people, representing various demographic and physical characteristics.	**Narrative Evidence Only**
3s. Materials provide guidance to encourage teachers to draw upon student home language to facilitate learning.	**Narrative Evidence Only**
3t. Materials provide guidance to encourage teachers to draw upon student cultural and social backgrounds to facilitate learning.	**Narrative Evidence Only**
3u. *This is not an assessed indicator in ELA.*	
3v. *This is not an assessed indicator in ELA.*	

Total Available Points	6	**Meets: 6** **Partially Meets: 4-5 (*with no 0s)** **Does Not Meet: <4**

▶ 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.

Indicators	Scoring
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.	**Narrative Evidence Only**
3x. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	**Narrative Evidence Only**
3y. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	**Narrative Evidence Only**
3z. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	**Narrative Evidence Only**

Total Available Points	**Narrative Evidence Only**	Meets: n/a Partially Meets: n/a Does Not Meet: n/a

Gateway 3 Total	**Total Available Points**	**25**	Meets: 22-25 Partially Meets: 16-21 Does Not Meet: <15

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