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Evidence Guide
English Language Arts
Foundational Skills

v1.0

Gateway 1

Criterion 1.1: 1a, 1b

Criterion 1.2: 1c, 1d, 1e

Criterion 1.3: 1f, 1g, 1h, 1i. 1j

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Criterion 1.5: 1n, 1o, 1p, 1q

Gateway 2

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

Criterion 2.2: 2f

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Criterion 2.4: 2j, 2k, 2l, 2m, 2n

Gateway 1:

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

Criterion 1.1

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

What is the purpose of this Criterion?

This criterion addresses print concepts and letter recognition in Kindergarten and Grade 1. Print concepts is understanding how print and text are organized. Letter recognition or identification is based on alphabet knowledge, which Piasta, Petscher, and Justice (2012) define as the ability to name letters. Early learners need explicit instruction and opportunities to practice print concepts and letter recognition.

Research Connection

"... a print rich environment and structured experiences with print guided by an informed teacher can be a significant factor in developing children's awareness of printed language" (Reutzel, Oda, & Moore, 1989, p. 215).

Kindergarten Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
8-10 points	6-7 points	<6 points

Grade 1 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
3-4 points	2 points	<2 points

Gateway 1:

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

Criterion 1.1	Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten.
Indicator 1a	Letter Identification i. Materials provide explicit instruction for letter identification of all 26 letters (uppercase and lowercase). (K) ii. Materials engage students in sufficient practice of letter identification. (K) iii. Materials embed letter identification practice in meaningful print use. (K) iv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)

Scoring:

i. Materials provide explicit instruction for letter identification of all 26 letters (uppercase and lowercase). (K)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator. • Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). • There is a defined sequence for letter instruction to be completed in a reasonable time frame over the school year.	**Materials DO NOT meet ALL of the requirements of this indicator.** • Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). • There is a defined sequence for letter instruction to be completed in a reasonable time frame over the school year.	**Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials contain isolated, systematic and explicit instruction for all 26 letters (recognize and name uppercase and lowercase). • There is a defined sequence for letter instruction to be completed in a reasonable time frame over the school year.

Scoring:

ii. Materials engage students in sufficient practice of letter identification. (K)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase).	● Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase).	● Materials provide students with frequent opportunities to engage in practice identifying all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in practice locating all 26 letters (uppercase and lowercase). ● Materials provide opportunities to engage in naming all 26 letters (uppercase and lowercase).

Scoring:

iii. Materials embed letter identification practice in meaningful print use. (K)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 uppercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter assortments, alphabet books, shared writing). ● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 lowercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter	● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 uppercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter assortments, alphabet books, shared writing). ● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 lowercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter	● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 uppercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter assortments, alphabet books, shared writing). ● Materials contain a variety of tasks/activities that apply letter identification and naming of all 26 lowercase letters to meaningful print use (e.g. initial letter of a child's name, environmental print, letter

assortments, alphabet books, shared writing).	assortments, alphabet books, shared writing).	assortments, alphabet books, shared writing).

Scoring:

iv. Materials provide explicit instruction to print and to practice forming the 26 letters (uppercase and lowercase). (K-1)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials include clear directions for the teacher concerning how to explain and model how to correctly form each of the 26 letters (uppercase and lowercase). ● Materials include frequent opportunities for students to practice forming all of the 26 letters (uppercase and lowercase) ● Materials include frequent opportunities for students to practice forming letters using multimodal and/or multisensory methods.	● Materials include clear directions for the teacher concerning how to explain and model how to correctly form each of the 26 letters (uppercase and lowercase). ● Materials include frequent opportunities for students to practice forming all of the 26 letters (uppercase and lowercase) ● Materials include frequent opportunities for students to practice forming letters using multimodal and/or multisensory methods.	● Materials include clear directions for the teacher concerning how to explain and model how to correctly form each of the 26 letters (uppercase and lowercase). ● Materials include frequent opportunities for students to practice forming all of the 26 letters (uppercase and lowercase) ● Materials include frequent opportunities for students to practice forming letters using multimodal and/or multisensory methods.

About this indicator:

What is the purpose of this Indicator?

Fluent letter identification within print concepts is required for students to begin to read and spell. The identification of letters allows students to begin to understand the relationship between printed symbols and oral language. Students in Kindergarten need to recognize and name letters. Furthermore, they need to learn to visually identify and locate upper- and lowercase letters. Alphabetic knowledge in Kindergarten is connected to later literacy achievement. Letter-name knowledge is a strong predictor of students' knowing letter sounds.

In order to write stories, ideas, and thoughts, a student has to be able to print the letters that form words and sentences. Without explicit instruction in letter formation, students are limited in what they are able to write. Learning to correctly form the 52 letters is no easy feat for early literacy learners. While some letters are similar in upper case and lowercase, many letters look very different in those forms.

This indicator focuses on instruction in letter identification and letter formation. Concepts of print are introduced in 1b [Materials provide instructional support for general concepts of print and connect learning of print concepts to books K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)].

Research or Standards connection:

According to Piasta and Wagner (2010) in Developing Early Literacy Skills: A Meta-Analysis of Alphabet Learning and Instruction "Preschool and kindergarten students with poor knowledge of letter names and sounds are more likely to struggle with learning to read and be classified as having reading disabilities."

Resources:

- Review Kindergarten Print Concepts
- Review Kindergarten Language Standards
- Review Grade 1 Language Standards

Indicator 1a Guiding Question:

How do the materials provide explicit instruction and student practice of letter identification and printing letters?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
  - Table of Contents (including prefatory materials to see the rationale for how letter identification and letter formation instruction is approached).
  - Scope and sequence within teacher resources for letter identification and letter formation.
  - Daily and weekly routines for learning and practicing new letter identification.

Standards Alignment:

Kindergarten

RF.K.1 Demonstrate understanding of the organization and basic features of print.
  d. Recognize and name all upper- and lowercase letters of the alphabet.
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print many upper- and lowercase letters.

Grade 1

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print all upper- and lowercase letters.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Does the teacher provide explicit instruction for the distinguishing features of every letter?
    - Is there a scope and sequence for the instruction of every letter, both uppercase and lowercase?
    - Does the teacher visually present similar letters at different times in the sequence?
    - Does the teacher draw attention to letters and words in student names and well-known letter correspondences such as in environmental print, e.g., M in the McDonalds sign?
    - Does the teacher provide explicit, systematic instruction for each letter in the beginning through mid-year?
    - Is the teacher providing daily opportunities for oral fluency of letters and recognition of letters?
    - Is more time allotted for more difficult to learn letters such as h, w, y, c, g, the vowels, q and x?
- **What should the student be doing in materials that meet this indicator?**
    - Are students frequently practicing identification of letters?
    - How do students identify letters?
    - Are students transferring knowledge to meaningful encounters with print such as alphabet books, shared reading of big books, poetry posters, interactive or shared writing, daily message?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of letter recognition and the printing of letters in core materials.
- Discuss the amount of time spent on letter recognition and the printing of letters over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.1	Materials and instruction provide embedded support with general concepts of print, and systematic and explicit instruction and practice for letter recognition in early Kindergarten.
Indicator 1b	Materials provide instructional support for general concepts of print and connect learning of print concepts to books (K-1) and provide cumulative review of print concepts, letter identification, and printing letters. (K-early Grade 1)

Scoring:

Kindergarten		
2 points **Materials meet ALL of the requirements of this indicator.** • Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include frequent and adequate lessons, tasks, and questions for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include a variety of physical books	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.** • Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include frequent and adequate lessons, tasks, and questions for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include a variety of physical books	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include frequent and adequate lessons, tasks, and questions for all students about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing). • Materials include a variety of physical books

(teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.	(teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.	(teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., follow words left to right, spoken words correlate sequences of letters, letter spacing) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.
Grade 1		
2 points **Materials meet ALL of the requirements of this indicator.**	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.**	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include frequent, adequate	• Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include frequent, adequate	• Materials include sufficient and explicit instruction for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include frequent, adequate

lessons, tasks, and questions for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include a variety of physical books (teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., recognize features of a sentence) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.	lessons, tasks, and questions for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include a variety of physical books (teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., recognize features of a sentence) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.	lessons, tasks, and questions for all students about the organization of print concepts (e.g., recognize features of a sentence). • Materials include a variety of physical books (teacher-guided, such as big books) that are suitable for the teaching of print concepts. • Materials include sufficient and explicit instruction about the organization of print concepts (e.g., recognize features of a sentence) in the context of a book. • Materials consistently include opportunities for students to engage in authentic practice using print concepts in the context of student books. • Materials contain periodic cumulative review opportunities during which the teacher reminds students about previously learned grade level print concepts, letter identification, and letter formation. • Materials include students' practice of previously learned print concepts, letter identification, and letter formation.

About this indicator:

What is the purpose of this Indicator?

The foundation of all literacy learning builds on print concepts. Knowledge and understanding of how print works sets a solid foundation for helping students to become readers. Teachers need an understanding of how to prepare students for reading instruction, including an understanding of why students need explicit instruction and regular practice in print concepts, including the concepts of directionality, the function of print, and book handling. Students must have frequent and varied experiences learning about print concepts with actual books. While many children learn to hold a book prior to school, not all children do. Therefore, students need opportunities to learn how to interact with print through books. Students need to learn how to correctly hold a book and learn to turn the pages. Connecting concepts of print to books prepares students for learning to use books for reading for enjoyment and gaining knowledge. Teachers will need to explicitly teach and provide questions and discussion involving print concepts as the concepts appear in the student-facing materials throughout the scope of a year. Beginning literacy learners in Kindergarten and early Grade 1 need daily opportunities to review print concepts including letter identification and formation throughout the school year.

This indicator focuses on general print concepts. Concepts of print are expanded upon in indicator 1a (letter recognition).

Research or Standards connection:

"As children get ready for formal instruction in literacy, they need to develop some basic understandings of how print works in text; most of these concepts of print have often been mastered before entering first grade. What seems simple may sometimes bewilder children who have never been exposed to it" (Cecil, Baker, & Lozano, 2015, pp. 47-48).

Resources:

- Review Kindergarten Print Concepts
- Review Grade 1 Print Concepts

Indicator 1b Guiding Question:

How do the materials provide explicit instruction and student practice of print concepts?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how Print Concepts instruction is approached).
    - Instructions, questions, and tasks in relevant foundational sections about print concepts.
    - How big books, projected texts, sentence strips, songs are used to promote print concepts.
    - The size of the font in big books, projected texts, and sentence strips.
- Examine how the Teacher Edition identifies lessons and activities around the directionality and print concepts (Kindergarten).
- Examine how the Teacher Edition identifies lessons and activities around the distinguishing features of a sentence, e.g., first word, capitalization, ending punctuation (Grade 1).

Standards Alignment:

Kindergarten

RF.K.1 Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
c. Understand that words are separated by spaces in print.

Grade 1
RF.1.1 Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Are teachers providing systematic and explicit instruction in print concepts for all students?
    - Is time provided for the teacher to model print concepts?
    - Is the teacher using explicit interactions with books to teach print concepts?
    - Are there illustrated books with complete sentences suitable for teaching K-1 print concepts?
    - Does the teacher point out the title, author, and illustrator on the front cover and/or title page?
    - How do the materials provide regular practice print concepts at K-1?
    - Do materials include scaffolding techniques and differentiation for the teacher in order for the teacher to support all learners in acquiring print concepts?
    - Are there periodic cumulative reviews of print concepts, letter identification, and letter formation?
    - Is the teacher providing daily opportunities for practicing letter identification or formations?
    - Is more time allotted for more difficult to learn letters?
- **What should the student be doing in materials that meet this indicator?**
    - Do students frequently practice print concepts after explicitly learning the skill?
    - Do students practice print concepts independently?
    - Do students have opportunities to transfer print concept knowledge to new situations?
    - Are the students using books to identify, practice, and reinforce print concepts?
    - Do the students identify the title, author, and illustrator on the front cover and/or title page?
    - Are students applying newly learned print concepts in their interactions with the books?
    - Do the materials provide opportunities for students to interact meaningfully with books?
    - Are students engaged in periodic cumulative reviews of print concepts, letter identification, and letter formation?
    - Are students frequently practicing letter formation beyond the current letter they are learning?
    - Do students continually practice their skills in print concepts, letters identification, and letter knowledge, or do lessons only have a one and done feel?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of print concepts in core materials.

- Discuss the amount of time spent on print concepts over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.2

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

What is the purpose of this Criterion?

This criterion addresses phonological awareness in Kindergarten and Grade 1. Phonological awareness is an umbrella term. Specific skills under that umbrella include word awareness, syllable awareness, phonemic awareness, and onset-rime awareness. Because phonemic awareness is a top predictor for learning to read, students need explicit, systematic instruction and practice opportunities in phonological awareness.

Systematic: "The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on" (Mesmer and Griffith, 2005).

"The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed" (Report of the National Reading Panel, 1999).

Explicit: "The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach" (Mesmer and Griffith, 2005).

Research Connection

"Students with good phonological awareness are in a great position to become good readers, while students with poor phonological awareness almost always struggle in reading" (Kilpatrick, 2016, p. 13)

Scoring:

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

Gateway 1:

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

Criterion 1.2	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K-1).
Indicator 1c	Materials have frequent opportunities for students to engage in phonological awareness activities through Kindergarten and early Grade 1.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials include a variety of activities for phonological awareness. • There are frequent opportunities for students to practice phonological awareness.	• Materials include a variety of activities for phonological awareness. • There are frequent opportunities for students to practice phonological awareness.	• Materials include a variety of activities for phonological awareness. • There are frequent opportunities for students to practice phonological awareness.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on materials' frequent opportunities for students to engage in oral language activities to practice skills across the continuum of phonological awareness.

Phonological awareness: The ability to recognize sounds and separate words as well as recognizing syllables within words.

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds, not printed letters or words. A student engaged in phonemic awareness instruction would be able to successfully complete all tasks with his or her eyes closed.

The development of phonemic awareness is essential so students have the context to build from to recognize and learn the necessary print to sound relationships critical to reading and spelling success. The strategic use of frequent, explicit, systematic instruction in phonological awareness and phonemic awareness supports students in transferring learning to long-term memory.

Phonemic awareness activities should be practiced frequently but not for extended periods of time. Activities can be playful and engaging. For Kindergarten and Grade 1 students, nursery rhymes, poems, and songs can help students hear and say sounds and practice listening for rhymes. Other phonemic awareness activities that allow students opportunities to orally practice phonemes include games such as I Spy, puzzles, and Elkonin boxes/sound boxes.

This indicator focuses on providing frequent opportunities for students to engage in oral language activities to practice phonological awareness. Other indicators for phonological awareness include: 1d. Materials provide explicit instruction in phonological awareness through systematic modeling across the K-1 grade band,and 1e. Materials provide practice of each newly taught sound (phoneme) and sound pattern across the K-1 band.

Research or Standards connection:

Phonemic awareness activities help children be prepared for learning-to-read experiences (Adams, Foorman, Lundberg, & Beeler, 1998).

Resources:

- CCSS Appendix A
- Whole-Language High Jinks by Louise Moats

Indicator 1c Guiding Question:

How do the materials provide opportunities for students to frequently practice a variety of phonological awareness skills?

Evidence Collection

- Examine the Teacher Edition and student materials or alignment to Foundational Standards at each grade level. Review:
    - Introduction section that describes the materials and phonological awareness routines for units.
    - Scope and sequence of the units.
    - Instruction, questions, and tasks found in relevant foundational sections of daily lessons about phonemic awareness such as: practicing rhyming, onset and rimes, comparing sounds, contrasting sounds, blending sounds, substituting sounds, segmenting sounds, and manipulating sounds.
    - Research-based and/or evidence-based oral language activities to practice phonemic awareness.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - What is the amount of recommended time allocated for each component (phonological awareness, phonemic awareness) of lessons and activities?
    - How do the materials provide regular practice of phonemic and phonological

awareness learning?
    - Are there songs and poetry to practice phonemes?
    - Is there evidence of the teacher modeling and guiding using different modalities on a daily basis?
- **What should the student be doing in materials that meet this indicator?**
    - What phonological and phonemic activities do students practice?
    - How do students orally practice phonemic awareness activities?
    - What is the amount of time for students to practice saying phonemes?
    - Is the phoneme practice sufficient?
    - Are the activities having students SPEAK and LISTEN only, i.e., activities are not attached to print?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of phonological awareness activities in core materials.
- Discuss the amount of time spent on phonological awareness activities over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.2	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K-1).
Indicator 1d	Materials provide explicit instruction in phonological awareness through systematic modeling across the K-1 grade band.

Scoring:

4 points **Materials meet ALL of the requirements of this indicator.**	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.**	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. • Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards.	• Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. • Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards.	• Materials provide the teacher with systematic, explicit modeling for instruction in syllables, sounds (phonemes), and spoken words. • Materials provide the teacher with examples for instruction in syllables, sounds (phonemes), and spoken words called for in grade level standards.

About this indicator:

What is the purpose of this Indicator?

This indicator along with indicators 1c and 1e focuses on phonological awareness. This indicator focuses on materials' incorporation of teacher modeling of each newly taught sound (phoneme) and spelling pattern across the K - 1 grade band.
Indicator 1e focuses on students' opportunities to practice each newly taught sound (phoneme) and sound pattern.

Phonological awareness: The ability to recognize sounds and separate words as well as recognizing syllables within words.

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds not printed letters or words. A student engaged in phonemic awareness instruction would be able to successfully complete all tasks with his or her eyes closed.

The development of phonological awareness and phonics skills/strategies are essential so that students have the context to build upon to be able to distinguish individual sounds, or phonemes, within words and learn the necessary sound/spelling relationship critical to reading complex texts and spelling success. The strategic use of an explicit, research-based logical progression supports students in transferring learning to long-term memory. Additionally, materials should include explicit instruction in all components of phonological awareness such as rhyming units, onset-rime, spelling patterns, syllabication rules, digraphs, blends, and word families.

Research or Standards connection:

"Young children gain functional knowledge of the parts, products, and uses of the writing system from their ability to attend to and analyze the external sound structure of spoken words. Understanding the basic alphabetic principle requires awareness that spoken language can be analyzed into strings of separable words, and words, in turn, into sequences of syllables and phonemes within syllables" (Snow, Burns, & Griffin, 1998, p. 15).

Resources:
- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Phonological Awareness
- Review Grade 1 Phonological Awareness

Indicator 1d Guiding Question:

How do the materials provide explicit, systematic instruction of grade-level phonological awareness skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Introduction section that describes the materials and phonological awareness routines for units.
    - Scope and sequence of the units.
    - Instruction, questions, and tasks found in relevant foundational sections of daily lessons about phonological awareness.
- Teacher Edition identifies lessons and oral activities for teacher modeling phonemic awareness and phonological awareness such as rhyming, onsets, comparing sounds, contrasting sounds, blending sounds, substituting sounds, segmenting sounds, and manipulating sounds.

Standards Alignment:

Kindergarten

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade 1
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - How do the materials provide regular, systematic modeling of phonological and phonemic awareness learning?
    - What are the directions to the teacher for demonstrating how to pronounce different phonemes?
    - What is the sequence of grade-level phonological awareness concepts being introduced?
    - How are concepts being built and previously taught concepts being reviewed/maintained?
    - Does the program explicitly teach all grade-level phonemes and syllable patterns?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of grade-level phonological awareness instruction in core materials.
- Discuss the amount of time spent on grade-level phonological awareness instruction over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.2	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonological awareness (K-1).
Indicator 1e	Materials provide practice of each newly taught sound (phoneme) and sound pattern across the K-1 band.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials provide ample opportunities for students to practice each new sound and sound patterns. ● Materials include a variety of multimodal/multisensory activities for student practice of phonological awareness.	● Materials provide ample opportunities for students to practice each new sound and sound patterns. ● Materials include a variety of multimodal/multisensory activities for student practice of phonological awareness.	● Materials provide ample opportunities for students to practice each new sound and sound patterns. ● Materials include a variety of multimodal/multisensory activities for student practice of phonological awareness.

About this indicator:

What is the purpose of this Indicator?

This indicator along with indicators 1c and 1d focuses on phonological awareness. This indicator focuses on materials' incorporation of the students practicing each newly taught sound (phoneme) and sound pattern across the K - 1 grade band.

Phonological awareness: The ability to recognize sounds and separate words as well as recognizing syllables within words.

Phonemic awareness: The ability to hear, identify, and manipulate individual sounds (phonemes) (National Institute for Literacy, 2001). In other words, phonemic awareness is about sounds not printed letters or words. A student engaged in phonemic awareness instruction would be able to successfully complete all tasks with his or her eyes closed. Phonemic awareness concerns the structure of spoken words rather than their meaning or their representation in print.

The development of phonological awareness and phonics skills/strategies are essential so students have the context to build from to be able to distinguish individual sounds, or phonemes, within words and learn the necessary sound/spelling relationship critical to reading complex texts and spelling success. The strategic use of an explicit, research-based logical progression supports students in transferring learning to long-term memory. Additionally, materials should include explicit instruction in all components of phonological awareness such as rhyming units, onset-rime, spelling patterns, syllabication rules, digraphs, blends, and word families.

Research or Standards connection:

"It [phonemic awareness] involves an understanding, or awareness, that a single-syllable word such as cat, which is experienced by the listener as a single beat of sound, actually can be subdivided into beginning, middle, and ending sounds. It also involves the idea, or understanding, that individual segments of sound at the phonemic level can be combined together to form words. Otherwise, the child would not be able to make sense out of the request to blend sounds represented by the letters c-a-t together to make a word" (Phillips & Torgesen, p. 102).

Resources:

- CCSS Appendix A
- Review Kindergarten Phonological Awareness
- Review Grade 1 Phonological Awareness
- Read About It: Scientific Evidence for Effective Teaching of Reading

Indicator 1e Guiding Question:

How do the materials provide students with practice opportunities of grade-level phonological awareness skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Introduction section that describes the instructional material and routines for each unit.
    - Scope and sequence of units.
    - Instruction, questions, and tasks found in relevant foundational sections of daily lessons about phonological awareness and phonics.
- Teacher Edition identifies lessons and oral activities for students practicing phonemic awareness and phonological awareness such as rhyming, onsets, comparing sounds, contrasting sounds, blending sounds, substituting sounds, segmenting sounds, and manipulating sounds.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the student be doing in materials that meet this indicator?**
    - How do the materials provide regular, systematic practice of phonological and phonemic awareness learning?

    - What phonological and phonemic activities do students practice?
    - How are concepts being built and previously taught concepts being reviewed/maintained?
    - How do materials allow for meeting students' needs and learning modalities?
    - Does the program provide practice phonemes and syllable patterns appropriate for the grade level?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of grade-level phonological awareness student practice in core materials.
- Discuss the amount of time spent on grade-level phonological awareness student practice over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.3

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

What is the purpose of this Criterion?

This criterion addresses phonics in Kindergarten, Grade 1, and Grade 2. Phonics is the relationship between letters/graphemes (written letters such as x) and sounds/phonemes(smallest unit of sound such as /ks/). Critical to learning phonics is explicit (precise instruction of letters and sounds) and systematic (organized, logical sequence) instruction. Students need multiple and varied practice opportunities with practicing decoding and encoding each phonics skill.

Research Connection

“It is important to recognize that the goals of phonics instruction are to provide children with key knowledge and skills and to ensure that they know how to apply that knowledge in their reading and writing. In other words, phonics teaching is a means to an end” (National Reading Panel, 2000).

Systematic: “The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on” (Mesmer and Griffith, 2005).

“The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed” (Report of the National Reading Panel, 1999).

Explicit: “The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach” (Mesmer and Griffith, 2005).

Adams (2001) writes, "The goal of explicit instruction is one of helping children to focus their attention on the relations that matter, because, again, that which one learns depends on that to which one attends" (p. 75).

Scoring:

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

Gateway 1:

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

Criterion 1.3	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).
Indicator 1f	Materials emphasize explicit phonics instruction through systematic and repeated modeling.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. • Lessons provide the teacher with systematic and repeated instruction for students to hear, say, encode, and read each newly taught grade level phonics pattern.	• Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. • Lessons provide the teacher with systematic and repeated instruction for students to hear, say, encode, and read each newly taught grade level phonics pattern.	• Materials contain explicit instructions for systematic and repeated teacher modeling of all grade-level phonics standards. • Lessons provide the teacher with systematic and repeated instruction for students to hear, say, encode, and read each newly taught grade level phonics pattern.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on explicit phonics instruction through systematic and repeated modeling and opportunities for students' practice of the explicit skills.
The key to this indicator is that the materials contain lessons for the teacher to explicitly model and explain each phonics skill. Furthermore, the materials provide opportunities for students to hear, say, write/dictate, and read each phonics skill when it is explicitly taught. By hearing, saying, printing/writing, and reading the phonics skill, students have multiple pathways for the phonics skill to be learned. Multiple sensory-intake systems such as hearing, saying, writing, and reading help long-term memory retain the learning (Willis, 2011).

Expectations for phonics instruction are expanded upon with 1g (Materials include frequent practice opportunities for students to read words through decoding grade level phonics, including common and newly-taught sound and spelling patterns), 1h (Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence, 1i (Materials include frequent practice opportunities for students to build/manipulate/spell and encode grade-level phonics, including common and newly taught sound and sound patterns, and 1j (Materials provide application and encoding of phonics in activities and tasks).

Research or Standards connection:

"In embedded phonics instruction, teachers assist students in developing explicit understandings of the alphabetic principle through guided discovery and analysis" (Villaume & Brabham, 203, p. 479).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Phonics
- Review Grade 1 Phonics
- Review Grade 2 Phonics

Indicator 1f Guiding Question:

How do the materials provide explicit, systematic instruction of grade-level phonics skills?

Evidence Collection

In the Instructional Materials being reviewed:

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how phonics instruction is approached).
    - Instructions, questions, and tasks in relevant foundational sections including prefatory material to evaluate the systematic and repeated phonics instruction.
    - Teacher Edition identifies lessons and activities for phonics instruction.

Standards Alignment:

Kindergarten

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Know the spelling-sound correspondences for common consonant digraphs.
  b. Decode regularly spelled one-syllable words.
  c. Know final -e and common vowel team conventions for representing long vowel sounds.
  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  f. Read words with inflectional endings.

Grade 2

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  b. Know spelling-sound correspondences for additional common vowel teams.
  c. Decode regularly spelled two-syllable words with long vowels.
  d. Decode words with common prefixes and suffixes.
  e. Identify words with inconsistent but common spelling-sound correspondences.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
  - How do the materials provide systematic and repeated modeling of how to hear, say, write, and read each newly taught sound and spelling pattern?
  - How does the design of the materials inform the teaching and learning of phonics?
  - What materials are included for the teacher to explicitly teach grade-level phonics?
  - Are the phonics skills aligned to the correct grade level?
  - Does the teacher explicitly teach phonics skills?
  - Is the teacher explicitly instructing and modeling new sound and spelling patterns through different modalities?
  - How do the materials provide systematic and repeated instruction so students have opportunities to hear, say, write, and read each newly taught sound and spelling pattern?
  - Do materials rely on the three-cueing system? Is the use of the cueing system distracting students from decoding words?
  - What does the student do after the teacher explicitly teaches the new phonics skill? For example:
    - Do the students hear the sound?
    - Do the students say the sound?
    - Do the students write the letter(s) corresponding to the sound?
    - Do the students read the letter(s) corresponding to the sound?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of grade-level phonics instruction in core materials.
- Discuss the amount of time spent on grade-level phonics instruction over the course of

the school year. Is adequate time spent? Are the skills being developed for students?

- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.3	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).
Indicator 1g	Materials include frequent practice opportunities for students to decode words that consist of common and newly-taught sound and spelling patterns and provide opportunities for students to review previously taught phonics skills.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Materials contain frequent opportunities for students to review previously learned grade level phonics. • Materials contain a variety of methods to promote students' practice of previously taught grade level phonics.	• Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Materials contain frequent opportunities for students to review previously learned grade level phonics. • Materials contain a variety of methods to promote students' practice of previously taught grade level phonics.	• Lessons provide students with frequent opportunities to decode (phonemes, onset and rime, and/or syllables) phonetically spelled words. • Lessons provide students with frequent opportunities to read complete words by saying the entire word as a unit using newly taught phonics skills. • Materials contain frequent opportunities for students to review previously learned grade level phonics. • Materials contain a variety of methods to promote students' practice of previously taught grade level phonics.

About this indicator:

What is the purpose of this Indicator?

This indicator along with 1f (Materials emphasize phonics instruction through systematic and repeated modeling and student opportunities to hear, say, write, and read each newly taught sound (phoneme) and spelling pattern) focuses on practice of decoding explicitly taught phonics skills.

The purpose of this indicator is to ensure materials offer opportunities for students to apply their newly acquired phonics skills and previously learned grade level phonics to the isolated application of decoding words. In decoding, students say the individual phoneme sounds and then read the entire word. The opportunity to decode words based in grade-level phonics provides students with the excitement of reading words.

Furthermore, the purpose of this indicator is to ensure instructional materials provide students with repeated practice of grade level phonics across the year. Phonics skills are not taught and learned in a day. Phonics, especially the learning of vowel sounds, must be reviewed and practiced repeatedly. With short, fast-paced review lessons to address previously taught components of phonics, students can routinely and repeatedly practice grade level phonics skills.

While the emphasis of decoding is on students unlocking real words, the materials might include nonsense words as one element of assessing (Indicator 2giii) students' progress in the application of grade level phonics.

Research or Standards connection:

"Early and systematic emphasis on teaching children to decode words leads to better achievement than a later and more haphazard approach" (Stahl et al., 1998, p. 339).

Resources:
- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Phonics
- Review Grade 1 Phonics
- Review Grade 2 Phonics

Indicator 1g Guiding Question:

How do the materials provide students with practice opportunities of grade-level phonics skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how phonics instruction and student practice is approached).
    - Instructions, questions and tasks in relevant foundational sections including

    prefatory material to evaluate the quality of phonics practice.
    - The scope and sequence.
    - The unit and/or weekly overviews.
    - The daily lessons in the Teacher Edition.
- Teacher Edition identifies lessons and activities for phonics student practice.
- Teacher Edition identifies lessons and activities about previously taught spelling patterns.
- Teacher Edition has evidence of daily activities designed to reinforce previously taught phonics skills.
- Do materials rely on the three-cueing system? Is the use of the cueing system distracting students from decoding words?

Cluster Meeting

Preparing for the cluster meeting:

- **What should the student be doing in materials that meet this indicator?**
    - How does the teacher engage students in decoding words based on sounds?
    - How does the teacher engage students in decoding words based on looking at syllables?
    - Do students read words through decoding grade level phonics, including common and newly-taught sound and spelling patterns?
    - Do students have a physical strategy (arm tapping, finger tapping, pounding, clapping, desk tapping) to help them decode each sound in the word?
    - Do students decode words according to grade level standards, e.g., with digraphs, blends, diphthongs, prefixes, and suffixes?
    - Do students show their knowledge of sound and spelling patterns by decoding words?
    - What does the student do after the teacher explicitly teaches the new phonics skill?
    - Are the phonics skills aligned to the correct grade level?
    - How do the materials provide regular practice of phonics?
    - How are concepts being built and previously taught concepts being reviewed/maintained?
    - What routines are in place for practicing previously taught phonics skills?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of students' practice of phonics in core materials.
- Discuss the amount of time spent on students' practice of phonics over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.3	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).
Indicator 1h	Materials provide frequent opportunities for students to practice decoding phonetically regular words in a sentence.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials provide explicit, systematic practice for decoding phonetically regular words in a sentence. • Lessons provide students with frequent opportunities to decode words in a sentence.	• Materials provide explicit, systematic practice for decoding phonetically regular words in a sentence. • Lessons provide students with frequent opportunities to decode words in a sentence.	• Materials provide explicit, systematic practice for decoding phonetically regular words in a sentence. • Lessons provide students with frequent opportunities to decode words in a sentence.

About this indicator:

What is the purpose of this Indicator?

The purpose of this indicator is to ensure students have opportunities to apply phonics skills to decode words beyond single, isolated words. Since reading requires decoding within phrases and sentences, materials should provide students with opportunities to apply their learning of grade level phonics skills to decoding words as they occur in the authentic reading of sentences.

This indicator along with indicators 1i (Materials include frequent practice opportunities for students to build/manipulate/spell and encode grade level phonics, including common and newly-taught sound and spelling patterns), 1j (Materials provide application and encoding of phonics in activities and tasks), and 2fi (Materials include decodable texts with phonics aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings) focuses on instruction and practice of phonics in context.

Research or Standards connection:

"When teaching word attack skills in the context of connected reading, their applicability is immediate" (Adams, 1992, p. 287).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1h Guiding Question:

How do the materials provide students with practice opportunities to decode phonetically regular words in sentences?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
  - Table of Contents (including prefatory materials to see the rationale for how decoding in context and student practice is approached).
  - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate the decoding practice in application.
  - Scope and sequence.
  - Unit and/or weekly overviews.
  - Daily lessons in the Teacher Edition.
- Teacher Edition identifies lessons and activities for phonics student practice.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
  - Are there phrases or sentences for the teacher to model decoding?
  - Do the materials provide the teacher with guidance for how to model for students?
  - Do the materials provide the teacher with guidance on decoding practice instruction for students working in a whole group, with partners or independently?
  - Are there prompts for the teacher regarding differentiating for students?
- **What should the student be doing in materials that meet this indicator?**
  - Do students read phrases that contain decodable words?
  - Do students read sentences that contain decodable words?
  - How do students engage in decoding words in sentences?
  - Do materials prompt students to use the three-cueing system instead of decoding words?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of students' practice of phonics in sentences in core materials.

- Discuss the amount of time spent on students' practice of phonics in sentences over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.3	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).
Indicator 1i	Materials include frequent practice opportunities for students to build/manipulate/spell and encode grade-level phonics, including common and newly-taught sounds and sound patterns.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• The materials contain teacher-level instruction/ modeling for building/manipulating/spelling and encoding words using common and newly-taught sound and spelling patterns of phonics. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics.	• The materials contain teacher-level instruction/ modeling for building/manipulating/spelling and encoding words using common and newly-taught sound and spelling patterns of phonics. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics.	• The materials contain teacher-level instruction/ modeling for building/manipulating/spelling and encoding words using common and newly-taught sound and spelling patterns of phonics. • Lessons provide students with frequent opportunities to build/manipulate/spell and encode words using common and newly-taught sound and spelling patterns phonics.

About this indicator:

What is the purpose of this Indicator?

The purpose of this indicator is to ensure students have opportunities to build/manipulate/spell and encode grade-level phonics. The opportunity to encode words moves students from a skill of encoding a single letter to encoding a chain of connected sounds and letters with letter spacing and word meaning. Materials that include opportunities for students to build words, spell words, and manipulate sound and spelling patterns to form words promote students' application of common and newly-taught sound and spelling patterns.

This indicator focuses on frequent opportunities to build/manipulate/spell and encode grade level phonics in isolation or out-of-context.

Research or Standards connection:

"There are two ways to provide systematic instruction in phonemic awareness and phonics: decoding (reading words) and encoding (constructing words). Each approach involves a very different sequence of brain activation." (Herron, 2008, pp. 78-79).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Phonics
- Review Grade 1 Phonics
- Review Grade 2 Phonics

Indicator 1i Guiding Question:

How do the materials provide students with practice opportunities to encode or build words based in phonics?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how building/manipulating/spelling and encoding phonics skills in isolation or out-of-context student practice is approached).
    - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate building/manipulating/spelling and encoding phonics skills
    - Scope and sequence.
    - Unit and/or weekly overviews.
    - Daily lessons in the Teacher Edition.
- Teacher Edition identifies lessons and activities for student practice of phonics.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - When does the teacher provide opportunities for students to apply grade level phonics to encode words?
    - Does the teacher model how to encode words based on grade-level phonics?
    - What kind of guidance does the teacher provide as students are spelling and encoding words?

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    - Are there lesson segments designed for the teacher to model how to build/manipulate common and newly-taught sound and spelling patterns to encode words?
- **What should the student be doing in materials that meet this indicator?**
    - During the lesson, is the student building words, manipulating common and newly-taught sound and spelling patterns, and spelling words based on grade level phonics?
    - How often do students build/manipulate/spell or encode words based in grade-level phonics?
    - What methods do students use to build/manipulate/spell or encode words?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of students' phonics practice opportunities based in building/manipulating/spelling and encoding in core materials.
- Discuss the amount of time spent on students' phonics practice opportunities based in building/manipulating/spelling and encoding over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.3	Materials emphasize explicit, systematic instruction of research-based and/or evidence-based phonics (K-2).
Indicator 1j	Materials provide application and encoding of phonics in activities and tasks. (mid K-Grade 2)

Scoring:		
4 points **Materials meet ALL of the requirements of this indicator.** ● Materials include explicit, systematic teacher-level instruction of teacher modeling that demonstrates the use of phonics to encode sounds to letters and words in writing tasks. ● Lessons provide students with frequent activities and tasks to promote application of phonics as they encode words in sentences or in phrases based on common and newly taught phonics patterns.	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Materials include explicit, systematic teacher-level instruction of teacher modeling that demonstrates the use of phonics to encode sounds to letters and words in writing tasks. ● Lessons provide students with frequent activities and tasks to promote application of phonics as they encode words in sentences or in phrases based on common and newly taught phonics patterns.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Materials include explicit, systematic teacher-level instruction of teacher modeling that demonstrates the use of phonics to encode sounds to letters and words in writing tasks. ● Lessons provide students with frequent activities and tasks to promote application of phonics as they encode words in sentences or in phrases based on common and newly taught phonics patterns.

About this indicator:

What is the purpose of this Indicator?

While encoding single decodable words is a valuable skill, early learners need opportunities to encode words within a sentence or sentences. Application of phonics through activities and tasks helps Kindergarten, Grade 1, and Grade 2 students become not only readers but also producers of written language as an expression of connected thought and on their way to becoming truly literate.

This indicator along with indicators 1k (Materials promote frequent opportunities for students to practice decoding phonetically regular words in a sentence) and 2hi (Materials include decodable texts with phonics aligned to the program's scope and sequence) focuses on instruction and practice of phonics in context.

Research or Standards connection:

"Writing slows down the whole process of dealing with text, so that children can see relationships between sounds and words more clearly" (Sipe, 2001, p. 266).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1j Guiding Question:

How do the materials provide students with opportunities to apply and encode phonics learning?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how encoding phonics skills in-context student practice is approached).
    - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate encoding phonics skills in context.
    - Scope and sequence.
    - Unit and/or weekly overviews.
    - Daily lessons in the Teacher Edition.
- Review the Teacher Edition for instruction to modeling application and encoding of phonics in-context.
- Review the Teacher Edition for lessons and activities for student practice of phonics in-context.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Are there decodable words within sentences provided for the teacher to give students practice encoding?
    - Are the decodable words in sentences or tasks for encoding connected to grade-level phonics standards?
    - Are the decodable words for students to encode connected to the lesson being taught?
    - Are the students working in a whole group, with partners, or independently?
    - Are there prompts for the teacher about how to differentiate for students who cannot encode the entire sentence?
    - Are there lists of decodable sentences for the teacher to use to avoid repeating dictation of mastered sounds?

  - What types of activities and tasks are provided to promote application and encoding of phonics?
- **What should the student be doing in materials that meet this indicator?**
  - Do students write decodable words in sentences?
  - Do students use manipulatives or other tools to encode decodable words in sentences or tasks?
  - Do activities and tasks designed to promote application and encoding of phonics provide engaging opportunities for students to grow as producers of written language as an expression of connected thought?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing application and encoding of phonics based in building/manipulating/spelling and encoding in core materials.
- Discuss the amount of time spent on students' application and encoding of phonics over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.4

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

What is the purpose of this Criterion?

This criterion addresses high-frequency words in Kindergarten, Grade 1, and Grade 2. High-frequency words are the most commonly used words in English text. Some English words are phonetically regular and others are temporarily irregularly spelled or permanently irregularly spelled. There is a need for students to recognize high-frequency words and irregularly spelled words automatically in text, therefore instruction and practice of high-frequency words is necessary in instructional materials.

Research Connection

"Through the process of taking the print version of a word and pronouncing it, orthographic information about the word is stored. This process is referred to as orthographic mapping" (Miles, Rubin, & Gonzalez-Frey, 2017, p. 715)

Scoring:

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

Gateway 1:

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

Criterion 1.4	Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.
Indicator 1k	Materials include systematic instruction of high-frequency words and opportunities to practice reading of high-frequency words to develop automaticity.

Scoring:		
Kindergarten		
2 points **Materials meet ALL of the requirements of this indicator.** ● Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). ● Materials include frequent opportunities for the teacher to model the spelling and reading of high-frequency words in isolation. ● Students practice identifying and reading high-frequency words in isolation. ● Materials include a sufficient quantity of grade-appropriate high-frequency words for students to make reading progress.	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). ● Materials include frequent opportunities for the teacher to model the spelling and reading of high-frequency words in isolation. ● Students practice identifying and reading high-frequency words in isolation. ● Materials include a sufficient quantity of grade-appropriate high-frequency words for students to make reading progress.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Materials include systematic and explicit instruction of high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does). ● Materials include frequent opportunities for the teacher to model the spelling and reading of high-frequency words in isolation. ● Students practice identifying and reading high-frequency words in isolation. ● Materials include a sufficient quantity of grade-appropriate high-frequency words for students to make reading progress.
Grade 1 and Grade 2		

2 points **Materials meet ALL of the requirements of this indicator.**	1 point **Materials DO NOT meet ALL of the requirements of this indicator.**	0 points **Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials include systematic and explicit instruction of irregularly spelled words. ● Materials include frequent opportunities for the teacher to model the spelling and reading of irregularly spelled words in isolation. ● Students practice identifying and reading irregularly spelled words in isolation. ● Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.	● Materials include systematic and explicit instruction of irregularly spelled words. ● Materials include frequent opportunities for the teacher to model the spelling and reading of irregularly spelled words in isolation. ● Students practice identifying and reading irregularly spelled words in isolation. ● Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.	● Materials include systematic and explicit instruction of irregularly spelled words. ● Materials include frequent opportunities for the teacher to model the spelling and reading of irregularly spelled words in isolation. ● Students practice identifying and reading irregularly spelled words in isolation. ● Materials include a sufficient quantity of new grade-appropriate irregularly spelled words for students to make reading progress.

About this indicator:

What is the purpose of this Indicator?

The purpose of this indicator is to ensure that high-frequency words and irregularly spelled words are taught in Kindergarten through Grade 2 classrooms. Because high-frequency words occur frequently in text, students need knowledge of high-frequency words in order to read grade level texts. Materials should provide teachers with a clear understanding of how to deliver instruction for sight-based high-frequency words and the words' definitions.

This indicator along with indicator 1I [Materials provide frequent practice opportunities to read and write high-frequency words in tasks (sentences)] focuses on the instruction and practice of high-frequency words and irregularly spelled words.

Research or Standards connection:

"Since teachers will often not have the time to teach explicitly all of the high-frequency words required, materials should make it possible for students to learn the words' meanings on their own, providing such things as student friendly definitions for high-frequency words whose meanings cannot be inferred from the context" (Coleman & Pimental, 2012, pp. 4-5).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Phonics and Word Recognition

- Review Grade 1 Phonics and Word Recognition
- Review Grade 2 Phonics and Word Recognition

Indicator 1k Guiding Question:

How do the materials provide explicit, systematic instruction of high-frequency words in order for students to develop automaticity?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents in the teacher edition for high-frequency words or irregularly spelled words.
    - The index for high-frequency word or irregularly spelled words instruction.
    - The end of the Teacher edition or resources for the instructional routines for high-frequency words or irregularly spelled words.
    - The sidebars of lesson plans.
- Separate ancillary documents with instructional routines for high-frequency words or irregularly spelled words.

Standards Alignment:

Kindergarten
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).

Grade 1
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
g. Recognize and read grade-appropriate irregularly spelled words.

Grade 2
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
f. Recognize and read grade-appropriate irregularly spelled words.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - What is the instructional sequence of high-frequency words at each grade level?
    - How many words does the teacher introduce in each grade level?
    - How many words are repeated across the K-2 materials?
    - Do the materials include instructional routines that incorporate the student-friendly definitions of high-frequency words or irregularly spelled words?
    - Do the instructional materials include appropriate lists of high-frequency words?
    - Do the teacher support materials include coherent descriptions of concepts and instructional routines regarding high frequency words tasks?

  - Do the materials provide clear directions and rationale for the multimodal/multisensory high frequency word practice opportunities that are included?
  - Are opportunities to implement multimodal/multisensory practice evident in the core instructional sequence?
  - Do the teaching materials help the teacher teach the students how and when to use resources?
- **What should the student be doing in materials that meet this indicator?**
  - What kind of definitions do the students learn for high-frequency words?
  - Are there opportunities in the materials for students to learn enough high-frequency words to make progress toward being an independent reader?
  - Do students practice recognition of high frequency words through multimodal activities (i.e., reading, writing, imaging, saying, etc.)?
  - Is there regular practice of high-frequency words/irregularly spelled for students across the units?
  - Which high frequency words are targeted for multimodal/multisensory practice?
  - When a student needs help with encoding a high-frequency/irregularly spelled word or encoding a decodable word, what resources are available for students to review?
  - How does the student know which resource to use?
  - Are the resources student friendly?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing explicit and systematic instruction of high-frequency words or irregularly spelled words in core materials.
- Discuss the amount of time spent on students' practice of identifying and reading high-frequency words over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

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Gateway 1:

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

Criterion 1.4	Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.
Indicator 1l	Materials provide frequent practice opportunities to read and write high-frequency words in context (sentences).

Scoring:

Kindergarten		
2 points **Materials meet ALL of the requirements of this indicator.** ● Lessons provide students with frequent opportunities to read grade level high-frequency words in a sentence. ● Lessons provide students with frequent opportunities to write grade level high-frequency words in tasks (such as sentences) in order to promote automaticity in writing grade appropriate high-frequency words. ● Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading high-frequency words (e.g., word cards, word	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Lessons provide students with frequent opportunities to read grade level high-frequency words in a sentence. ● Lessons provide students with frequent opportunities to write grade level high-frequency words in tasks (such as sentences) in order to promote automaticity in writing grade appropriate high-frequency words. ● Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading high-frequency words (e.g., word cards, word	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Lessons provide students with frequent opportunities to read grade level high-frequency words in a sentence. ● Lessons provide students with frequent opportunities to write grade level high-frequency words in tasks (such as sentences) in order to promote automaticity in writing grade appropriate high-frequency words. ● Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading high-frequency words (e.g., word cards, word

lists, word ladders, student dictionaries).	lists, word ladders, student dictionaries).	lists, word ladders, student dictionaries).
Grade 1 and Grade 2		
2 points **Materials meet ALL of the requirements of this indicator.** • Lessons provide students with frequent opportunities to read grade level irregularly spelled words in a sentence. • Lessons provide students with frequent opportunities to write grade level irregularly spelled words in tasks (such as sentences) in order to promote automaticity in writing grade level irregularly spelled words. • Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading irregularly spelled words (e.g., word cards, word lists, word ladders, student dictionaries).	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.** • Lessons provide students with frequent opportunities to read grade level irregularly spelled words in a sentence. • Lessons provide students with frequent opportunities to write grade level irregularly spelled words in tasks (such as sentences) in order to promote automaticity in writing grade level irregularly spelled words. • Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading irregularly spelled words (e.g., word cards, word lists, word ladders, student dictionaries).	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** • Lessons provide students with frequent opportunities to read grade level irregularly spelled words in a sentence. • Lessons provide students with frequent opportunities to write grade level irregularly spelled words in tasks (such as sentences) in order to promote automaticity in writing grade level irregularly spelled words. • Materials provide repeated, explicit instruction in how to use student friendly reference materials and resources and reading irregularly spelled words (e.g., word cards, word lists, word ladders, student dictionaries).

About this indicator:

What is the purpose of this Indicator?

The purpose of this indicator is to verify materials do not simply require students to learn to read and write high-frequency/irregularly spelled words in isolation through skill and drill practice with word lists or cards. High-frequency words are used frequently in text, hence the name high-frequency words. To understand high-frequency/irregularly spelled words, students need opportunities to develop automaticity in decoding, reading, and writing the high-frequency/irregularly spelled words in the context of phrases and sentences. Furthermore, abstract high-frequency/irregularly spelled words,(e.g., a, the, and of) require the context of a phrase or sentence to carry meaning.

This indicator along with indicators 1k (Materials include systematic instruction of high-frequency words and practice opportunities of high-frequency words to develop automaticity) focuses on the instruction and practice of high-frequency words and irregularly spelled words.

Research or Standards connection:

"More specifically, these results demonstrated that this task of reading words on flashcards did not close the gap between partial alphabetic and full alphabetic phase readers in kindergarten, a critical time to ensure that all students are off to a strong start with their word recognition skills" (Miles, Pace, Rubin, & Gonzalez-Frey, 2017, p. 716).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1l Guiding Question:

How do the materials provide students with opportunities to read and write high-frequency words in context?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents for high-frequency words or irregularly spelled words.
    - The index for high-frequency word or irregularly spelled word instruction.
    - The end of the Teacher Edition or resources for the instructional routines for high-frequency words or irregularly spelled words.
    - Sentences in the decodables for high-frequency/irregularly spelled words.
    - Lessons in high-frequency/irregularly spelled words for activities that require students to read or write high-frequency/irregularly spelled words in the context of sentences.
    - Student workbooks for practice in high-frequency/irregularly spelled words.
- Look for separate ancillary materials with instructional routines for high-frequency words or irregularly spelled words.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Are opportunities to implement practice of high-frequency words in context evident in the core instructional sequence?
    - Is there regular practice of high-frequency words/irregularly spelled words for students across the units?
    - Does the teacher model activities and tasks that promote the reading and writing of high-frequency/irregularly spelled words?
    - Are the activities grade appropriate with an emphasis on newly learned high-frequency words with scaffolded teacher support?
- **What should the student be doing in materials that meet this indicator?**

  - Do the materials provide opportunities for students to acquire automatic recognition of high-frequency/irregularly spelled words in the context of a phrase or sentence?
  - Do the materials provide frequent and regular opportunities throughout the year for students to read and write high-frequency words through diverse tasks?
  - Is there regular practice across diverse activities for students throughout the units?
  - Do tasks provide students multiple opportunities to read regularly and irregularly spelled high frequency words?
  - Do tasks provide students multiple opportunities to spell regularly and irregularly spelled high frequency words?
  - Do students engage with reading and writing tasks utilizing high-frequency words (e.g.,writing high frequency words in contextual sentences, reading/writing high frequency words in projects, etc.)?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing opportunities for students to read and write high-frequency words in core materials.
- Discuss the amount of time spent on students' practice of writing/encoding high-frequency words over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material..
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.4	Materials and instruction support students in learning and practicing regularly and irregularly spelled high-frequency words.
Indicator 1m	Materials explicitly teach words analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis) based on the requirements of the standards, and provide frequent practice opportunities for students to apply word analysis strategies.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator. • Materials contain frequent explicit instruction of word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis). • Materials contain frequent explicit instruction of word solving strategies to decode unfamiliar words. • Multiple and varied opportunities are provided over the course of the year for students to learn, practice, and apply word analysis strategies.	**Materials DO NOT meet ALL of the requirements of this indicator.** • Materials contain frequent explicit instruction of word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis). • Materials contain frequent explicit instruction of word solving strategies to decode unfamiliar words. • Multiple and varied opportunities are provided over the course of the year for students to learn, practice, and apply word analysis strategies.	**Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials contain frequent explicit instruction of word analysis strategies (e.g., phoneme/grapheme recognition, syllabication, morpheme analysis). • Materials contain frequent explicit instruction of word solving strategies to decode unfamiliar words. • Multiple and varied opportunities are provided over the course of the year for students to learn, practice, and apply word analysis strategies.

About this indicator:

What is the purpose of this Indicator?

When students come across unfamiliar words to decode, students need the skills to decode the word. If a student is explicitly taught word analysis skills, a student is better equipped to decode unfamiliar words.

What does a teacher need to explicitly teach students to do in order to be successful in word analysis? Teachers need to teach students about phoneme and grapheme relationships such as when a vowel makes a short sound or a long sound. Teachers need to teach students how to use word analysis when reading complex words such as words with common and uncommon vowel digraphs, multisyllabic words, or words with prefixes, suffixes, or roots.

Research or Standards connection:

Recommendation 3 from the Panel of the Institute of Education Sciences (IES) Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: "Help students decode more complex words by teaching a word-analysis strategy: identify the word parts and vowels, say the different parts of the word, and repeat the full sentence in which the word appears." (2017, p. 27)

Resources:
- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1m Guiding Question:

How do the materials provide explicit, systematic word analysis instruction and student practice of word analysis?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how word analysis and word recognition is approached).
    - Instructions, questions and tasks in relevant foundational sections including prefatory material to evaluate word analysis strategies.
- Review the teacher materials for syllabication and morphemic analysis.
- Look at the end of the Teacher Edition or resources for the instructional routines or protocols for word analysis.
- Look for ancillary materials with explanations about word analysis.
- Look in phonics lessons for word analysis opportunities.
- Look in the materials for the teaching of prefixes and suffixes.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Do the materials have the teacher explicitly teach grade level word analysis skills based on the CCSS?
    - Do the materials provide teacher guidance on a progression for teaching the CCSS relevant to word analysis skills?
    - Do the materials provide teacher guidance on the CCSS concepts of how multisyllabic words can be decoded?

- **What should the student be doing in materials that meet this indicator?**
    - Do the materials provide grade-appropriate opportunities for the students to learn and analyze phoneme and grapheme relationships?
    - Do single syllable and multisyllabic activities provide students grade-appropriate opportunities to practice and learn phoneme/grapheme recognition?
    - Do multisyllabic activities provide students grade-appropriate opportunities to practice and learn morpheme analysis?
    - Do single syllable and multisyllabic activities provide students grade-appropriate opportunities to practice and learn that every syllable has a vowel sound?
    - Do multisyllabic activities provide students grade-appropriate opportunities to practice and learn common affixes?
    - Do multisyllabic activities provide students grade-appropriate opportunities to practice and learn division of syllables?
    - Do the materials provide frequent and regular opportunities throughout the year for students to practice and apply word analysis strategies in reading and writing?
    - Do materials provide students with opportunities to independently use word analysis strategies in reading and writing tasks?
    - Are there materials students can utilize as “tools” to help them remember word analysis strategies taught?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing explicit instruction in word analysis strategies and student practice of word analysis strategies in core materials.
- Discuss the amount of time spent on students’ practice of word analysis over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.5

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

What is the purpose of this Criterion?

This criterion addresses fluency, which is the ability to read text correctly and automatically. For Kindergarten and early Grade 1 students, fluency is focused on decoding accuracy and automaticity. For mid-to-late Grade 1 students and Grade 2 students, fluency is focused on rate, expression, and accuracy. Developing fluency requires instruction and practice.

Research Connection

"Reading fluency has three important dimensions that build a bridge to comprehension. The first dimension is accuracy in word decoding….The second dimension is automatic processing….The third dimension is what linguists call prosodic reading (Schreiber, 1980, 1991; Schreiber & Read, 1980)" (Rasinski, 2004, p. 46).

Kindergarten Scoring:

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

Grade 1 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
12-16 points	8-11 points	<8 points

Grade 2 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
8-12 points	6-7 points	<6 points

Gateway 1:

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

Criterion 1.5	Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).
Indicator 1n	Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1.

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator. • Materials provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding. • Materials provide opportunities for students in Kindergarten and Grade 1 to engage in decoding practice focused on accuracy and automaticity.	**Materials DO NOT meet ALL of the requirements of this indicator.** • Materials provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding. • Materials provide opportunities for students in Kindergarten and Grade 1 to engage in decoding practice focused on accuracy and automaticity.	**Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding. • Materials provide opportunities for students in Kindergarten and Grade 1 to engage in decoding practice focused on accuracy and automaticity.

About this indicator:

What is the purpose of this Indicator?

In Kindergarten and Grade 1, fluency requires students to decode words correctly (accurately) and effortlessly (automatically). Early readers recognize patterns in phonics such as rimes or similar letter patterns. Students who have knowledge of the alphabetic principle along with letter recognition, letter-sound recognition, word recognition, and semantic encoding are efficient and automatic in their decoding practice (Hudson, Pullen, Lane, & Torgesen, 2008).

This indicator along with indicators 1o [Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency (Grades 1 - 2)], 1p [Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure)], and 1q [Materials provide teacher guidance to support students as they confirm or self-correct errors and emphasize reading for purpose and understanding], focuses on instruction and practice of fluency.

Research or Standards connection:

"Effortlessness is obvious when observing a fluent reader read for hours without a break or fatigue…. Finally, automatic processes happen so quickly that they are beyond conscious control or analysis by the reader. It is impossible for a good reader to explain how he or she automatically reads a word by sight" (Hudson, Pullen, Lane, & Torgesen, 2008, p. 7).

Resources:
- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1n Guiding Question:

How do the materials provide explicit, systematic instruction and student practice of decoding accuracy and automaticity?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents in the teacher edition for decoding practice.
    - The purpose of decoding practice lessons.
    - Decodable sentences during whole group or small group instruction.
    - Large charts with sentences/paragraphs for fluency reading (that become familiar to students over multiple readings).
    - Evidence of student practice opportunities in automaticity and accuracy as part of systematic instruction.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - How does the teacher model accuracy and automaticity in oral reading for students?
    - Does the teacher use audio/video clips for modeling?
    - Does the teacher provide informal assessment opportunities for students over time to monitor progress in accuracy and automaticity?
- **What should the student be doing in materials that meet this indicator?**
    - Do students engage in frequent oral reading practices, such as simultaneous reading, alternate reading, and individual out-loud reading?

    - Do students listen carefully for accuracy and automaticity in teacher reading and other modeling?
    - Do students practice self-monitoring when reading orally?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing students' practice of decoding practice based on accuracy and automaticity in core materials.
- Discuss the amount of time spent on students' practice decoding words accurately and automatically over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.5	Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).
Indicator 1o	Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency (Grades 1-2).

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator. • Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. • Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. • Materials include a variety of resources for explicit instruction in fluency.	**Materials DO NOT meet ALL of the requirements of this indicator.** • Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. • Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. • Materials include a variety of resources for explicit instruction in fluency.	**Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials include frequent opportunities for explicit, systematic instruction in fluency elements using grade-level text. • Materials provide opportunities for students to hear fluent reading of grade-level text by a model reader. • Materials include a variety of resources for explicit instruction in fluency.

About this indicator:

What is the purpose of this Indicator?

The National Reading Panel included fluency as one of the five necessary components for reading instruction. When reading fluency is taught in Grades 1-2, students should be provided with explicit instruction in how to read fluently. Fluency instruction includes explicit instruction of how to read fluently as well as modeling of rate, accuracy, and expression. Students should hear and see the teacher model how to be a fluent reader. Following teacher modeling, instructional materials for students in Grades 1 and 2 will provide opportunities for students to engage in a variety of tasks and activities designed to build fluency.

This indicator along with indicators 1n [Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1], 1p [Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure)], and 1q [Materials provide teacher guidance to support students as they confirm or self-correct errors and emphasize reading for purpose and understanding], focuses on instruction and practice of fluency.

Research or Standards connection:

"Fluency requires opportunities for students to hear fluent, expressive, and meaningful reading from their teacher, their parents, and their classmates" (Griffith & Rasinski, 2004).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Grade 1 Fluency
- Review Grade 2 Fluency

Indicator 1o Guiding Question:

How do the materials address explicit, systematic fluency instruction?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents in the teacher edition listing of fluency lessons.
    - Materials for grade level reading passages that focus on fluency.
    - Guidance for systematic instruction in fluency.
    - Guidance for teacher modeling of phrasing, use of punctuation and expression.
    - Lessons that focus on use of phrasing, punctuation, and expression.

Standards Alignment:

Grade 1

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Grade 2

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Are instructional opportunities built into the materials for explicit fluency instruction in grades 1-2?
    - Do the materials provide support and opportunities for evidence-based fluency instruction in grades 1-2?
    - Do the instructional opportunities in the materials support systematic fluency instruction in grades 1-2?
    - Do the instructional opportunities included in the materials require students to understand the use and impact of the following elements on fluency:
        - Phrasing?
        - Expression?
        - Intonation?
        - Punctuation?
        - Rate?
        - Accuracy?
- **What should the student be doing in materials that meet this indicator?**
    - Do students hear the teacher model fluency?
    - Do students hear the same passage read repeatedly with fluency?
    - Do students see the teacher or proficient reader use a finger to track the reading of the words as the reader reads aloud?
    - Do students hear modeled phrasing, expression, intonation, rate, and accuracy?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing instruction in fluency in core materials.
- Discuss the amount of time spent on fluency instruction over the course of the school year. Is adequate time spent?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.5	Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).
Indicator 1p	Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure).

Scoring:

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Varied, frequent opportunities are provided over the course of the year in core materials for students to gain oral reading fluency. • Materials contain opportunities for students to participate in repeated readings of a grade-level text to practice oral reading fluency. • Materials include guidance and feedback suggestions to the teacher for supporting students' gains in oral reading fluency.	• Varied, frequent opportunities are provided over the course of the year in core materials for students to gain oral reading fluency. • Materials contain opportunities for students to participate in repeated readings of a grade-level text to practice oral reading fluency. • Materials include guidance and feedback suggestions to the teacher for supporting students' gains in oral reading fluency.	• Varied, frequent opportunities are provided over the course of the year in core materials for students to gain oral reading fluency. • Materials contain opportunities for students to participate in repeated readings of a grade-level text to practice oral reading fluency. • Materials include guidance and feedback suggestions to the teacher for supporting students' gains in oral reading fluency.

About this indicator:

What is the purpose of this Indicator?

The National Reading Panel included fluency as part of the five necessary components for reading instruction. Fluency includes oral reading rate (appropriate speed), oral reading word recognition (accuracy), and oral reading prosody (expression and phrasing).

This indicator along with indicators 1n [Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1], 1o [Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency (Grades 1-2)], and 1q [Materials provide teacher guidance to support students as they confirm or self-correct errors and emphasize reading for purpose and understanding], focuses on instruction and practice of fluency.

Research or Standards connection:

"When good readers read aloud, their reading sounds natural and expressive. Fluent readers no longer struggle with decoding words and are able to focus their attention on the meaning of the text" (National Institute for Literacy, 2007, p. 12).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS

Indicator 1p Guiding Question:

How do the materials address fluency practice?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
  - Guidance for systematic instruction and practice in fluency.
  - Lessons that focus on use of phrasing, punctuation and expression.
  - Lessons for different types of fluency opportunities (i.e., reader's theater, dialogues, song lyrics, narratives, speeches, whisper reading, repeated readings, choral reading, oral recitation, echo reading)
  - Texts, books, and passages (decodable and grade level) that support students at different levels for small groups, whole group, and independent reading.
  - Opportunities for students to read text considered on-grade level, especially in Grade 2.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
  - Do the instructional materials adequately support the development of fluency?
  - Are supports included that teach and support fluent reading?
  - Are multiple and varied reading opportunities offered over the course of the

year?
    - Does the teacher support students with varied fluency opportunities such as reader's theater, dialogues, song lyrics, narratives, speeches, whisper reading, repeated readings, choral reading, oral recitation, echo reading over the course of the year in small groups, whole group, individualized, and intervention instruction to increase fluency?
- **What should the student be doing in materials that meet this indicator?**
    - Do students read texts with a focus on rate, accuracy, and expression?
    - Do students practice reading fluency through varied fluency opportunities?
    - Do students receive fluency instruction in whole group and in small groups?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing fluency practice in core materials.
- Discuss the amount of time spent on students' fluency practice over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 1:

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

Criterion 1.5	Materials and instruction provide systematic and explicit instruction and practice in fluency by focusing on accuracy and automaticity in decoding in K and 1, and rate, expression, and accuracy in mid-to-late 1st and 2nd grade. Materials for 2nd grade fluency practice should vary (decodables and grade-level texts).
Indicator 1q	Materials provide teacher guidance to support students as they confirm or self-correct errors (1-2) and emphasize reading for purpose and understanding (K-2).

Scoring:

Kindergarten		
4 points **Materials meet ALL of the requirements of this indicator.** • Multiple opportunities are provided over the course of the year for students to read emergent-reader texts (K) for purpose and understanding. • Materials contain explicit directions and/or think-alouds for the teacher to model how to engage with a text to emphasize reading for purpose and understanding.	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** • Multiple opportunities are provided over the course of the year for students to read emergent-reader texts (K) for purpose and understanding. • Materials contain explicit directions and/or think-alouds for the teacher to model how to engage with a text to emphasize reading for purpose and understanding.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** • Multiple opportunities are provided over the course of the year for students to read emergent-reader texts (K) for purpose and understanding. • Materials contain explicit directions and/or think-alouds for the teacher to model how to engage with a text to emphasize reading for purpose and understanding.
Grade 1 and Grade 2		
4 points **Materials meet ALL of the requirements of this indicator.**	**2 points** **Materials DO NOT meet ALL of the requirements of this**	**0 points** **Materials DO NOT MEET ANY of the requirements of this**

	indicator.	indicator.
• Materials provide explicit lessons for the teacher in confirming and self-correcting errors in fluency. • Materials provide opportunities for students to practice using confirmation or self-correction of errors. • Multiple opportunities are provided over the course of the year for students to read on-level texts (Grades 1-2) for purpose and understanding.	• Materials provide explicit lessons for the teacher in confirming and self-correcting errors in fluency. • Materials provide opportunities for students to practice using confirmation or self-correction of errors. • Multiple opportunities are provided over the course of the year for students to read on-level texts (Grades 1-2) for purpose and understanding.	• Materials provide explicit lessons for the teacher in confirming and self-correcting errors in fluency. • Materials provide opportunities for students to practice using confirmation or self-correction of errors. • Multiple opportunities are provided over the course of the year for students to read on-level texts (Grades 1-2) for purpose and understanding.

About this indicator:

What is the purpose of this Indicator?

The ability to self-correct or repair an error while reading text is a critical component to becoming a proficient and smooth reader. Teaching students to slow down and use metacognitive awareness to check the words they read is needed in teacher materials. The ability to self-correct or confirm errors develops when students are provided the tools to be active readers rather than passive readers. Once students have received explicit instruction, students can actively use self-correction and confirmation as they read text independently. Materials should provide teacher guidance to help students self-correct in fluency, automaticity, and decoding accuracy, rate and expression.

Because the end goal of reading is comprehension, all readers, including early readers, need a purpose for reading a text. Purpose provides a reader with: a plan to start engaging with a text, to stay on target throughout the reading of the text in order to gain meaning from the text. While this indicator does not call for comprehension questions and quizzes concerning the content of the texts, materials should prepare students to monitor understanding based on whether the text makes sense. Therefore, materials should support the teacher with providing a purpose for reading a variety of texts (decodables, picture-books, chapter books, online media). Materials should support each student in developing a purpose for reading, so students can successfully read text with understanding.

This indicator along with indicators 1n [Materials provide opportunities for students to engage in decoding practice focused on accuracy and automaticity in K and Grade 1], 1o [Instructional opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency (Grades 1-2)], and 1p [Varied and frequent opportunities are built into the materials for students to engage in supported practice to gain oral reading fluency beginning in mid-Grade 1 and through Grade 2 (once accuracy is secure)], focuses on instruction and practice of fluency.

Research or Standards connection:

Within instruction and practice, students can develop metacognitive strategies for self-correcting and self-monitoring (Bergeon & Bradbury-Wolff, 2010; Juliebo et al. 1998; Schmitt, 2003; Ziolkowski, 2007).

Rothkopf (1970) and Frase (1977) found that reading purpose focuses a reader's attention and helps the reader discern information from the texts.

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Fluency
- Review Grade 1 Fluency
- Review Grade 2 Fluency

Indicator 1q Guiding Question:

How do the materials provide guidance in supporting students to read for purpose and to use confirmation and self-correction?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents for fluency lessons.
    - Grade level reading passages that focus on fluency.
    - Lessons for systematic instruction in fluency.
    - Lessons with teacher modeling of self-correction.
    - Lessons with the teacher modeling confirmation.
    - Texts, books, and passages of varying types (informational, literature, etc.) for stated purposes for reading.
    - Suggestions as to how to introduce text to be read (or read-aloud).
    - Strategies on how to instruct reading for a particular purpose.

Standards Alignment:

Kindergarten
RF.K. Read emergent reader texts with purpose and understanding.

Grade 1
RF.1. Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing tin materials that meet this indicator?**
    - Is the teacher providing appropriate instruction that guides students in self-correction and confirmation?
    - Is the teacher helping correct student errors and providing feedback to the student?
    - How is the teacher teaching strategies to self-correct?
    - What materials are being used to help students confirm or self-correct?
    - Are supports included that teach and scaffold students' reading for purpose and understanding?
    - Are multiple and varied reading opportunities offered over the course of the year with varying purposes?
    - How does the teacher engage students in reading for a purpose?
    - Is the teacher providing opportunities for students to express understanding of purpose in a variety of formats (e.g.,oral, written)?
    - How does the teacher assist students in accessing independent or instructional level materials with a stated purpose?
    - Does a teacher think-aloud to explain the meaning of the purpose?
    - Does the teacher provide opportunities for students to express understanding of the purpose in a variety of formats)?
- **What should the student be doing in materials that meet this indicator?**
    - How does the student confirm/ self-correct errors using various fluency materials that allow the student to practice fluency skills?
    - Are the students using context to confirm or self-correct word recognition and understanding, rereading as necessary?
    - Are the students using decodables and grade level texts to practice self-correction and/or confirmation?
    - Do the instructional materials adequately support the instruction needed for students to effectively read for purpose and/or understanding?
    - How do students demonstrate an understanding of the purpose?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing instruction and practice of reading for purpose and understanding in core materials.
- Discuss and share the evidence of materials providing instruction and practice of confirmation and self-correction in core materials.
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.1

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

What is the purpose of this Criterion?

This criterion addresses the importance of an articulated scope and sequence of foundational skills that are explicit and systematic. According to Mesmer (2020), "Foundational skills cannot be separated. Print concepts and phonological awareness support phonics instruction, morphological instruction extends students' word recognition, and fluency automatizes word reading.…Let one scope and sequence drive instruction." Instructional materials need to contain foundational skills presented in sound, cohesive scope and sequence.

Research Connection

"No one has ever found that one order of phonics skills is more beneficial than another. The NPR [National Reading Panel] found that sequence mattered when it came to phonics teaching...but NPR didn't find that one sequence was any better than another.…Kids do better when teachers follow a systematic program of instruction for these foundational skills" (Shanahan, 2014)

Systematic: "The term systematic contains two important connotations: scope and sequence. Scope includes the content of the phonics instruction, the range of letter–sound correspondences (e.g., /t/, /ar/, /a/) covered. Sequence defines an order for teaching letter–sound correspondences. First one sound or group of sounds will be taught and then another, and so on" (Mesmer and Griffith, 2005).

"The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed" (Report of the National Reading Panel, 1999).

Explicit: "The term explicit refers to lesson delivery. If a lesson is explicit, then the teacher tells children directly what she or he is trying to teach" (Mesmer and Griffith, 2005).

Kindergarten Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
16-20 points	10-15 points	<10 points

Grade 1 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
16-20 points	10-15 points	<10 points

Grade 2 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
12-16 points	8-11 points	<8 points

Gateway 2:
Implementation, Support Materials, and Assessment

Criterion 2.1	Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics, and word recognition, fluency, and print concepts.
Indicator 2a	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

Scoring:

Kindergarten		
4 points **Materials meet ALL of the requirements of this indicator.** • Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. • The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e., phonological awareness, print concepts, letters, phonics,	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** • Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. • The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e., phonological awareness, print concepts, letters, phonics,	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. • The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e., phonological awareness, print concepts, letters, phonics,

High Frequency Words (HFW), word analysis, decoding). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	High Frequency Words (HFW), word analysis, decoding). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	High Frequency Words (HFW), word analysis, decoding). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.
Grade 1		
4 points **Materials meet ALL of the requirements of this indicator.** ● Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. ● The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonological awareness, phonics, irregularly spelled words, word analysis, fluency). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. ● The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonological awareness, phonics, irregularly spelled words, word analysis, fluency). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. ● The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonological awareness, phonics, irregularly spelled words, word analysis, fluency). ● Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.
Grade 2		
4 points **Materials meet ALL of the requirements of this indicator.**	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.**	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.**

- Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. - The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonics, irregularly spelled words, word analysis, fluency). - Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	- Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. - The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonics, irregularly spelled words, word analysis, fluency). - Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.	- Materials provide a well-defined teacher resource (teacher edition, manual) for content presentation. - The teacher resource contains detailed information and instructional routines that help the teacher to effectively implement all foundational skills content (i.e. phonics, irregularly spelled words, word analysis, fluency). - Any technology pieces included provide support and guidance for the teacher and do not create an additional layer of complication around the materials.

About this indicator:

What is the purpose of this Indicator?

The teaching of foundational skills requires explicit instruction delivered by an educator. This indicator addresses the need for a teacher's manual or resources for a teacher in order for the teacher to effectively facilitate foundational skills instruction. With a detailed teaching manual, the teacher is better able to help students acquire the necessary building blocks for becoming skilled readers.

A detailed manual should contain explanations of the instructional routines that ensure lessons consistently provide coherent instruction that is explicit and systematic in the areas of phonological awareness, phonics and word recognition, fluency, and print concepts.

Research or Standards connection:

"Although variety is the spice of life, it is not the staple. It is comforting for students when the daily instructional routine is familiar..." (Reutzel & Clark, 2011).

Indicator 2a Guiding Question:

How do the materials provide a supportive teacher resource for effective lesson delivery?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to

Foundational Standards at each grade level. Review:
    - Table of Contents and the overview documents.
    - Daily lessons for consistent routines that follow the process outlined in the Teacher Edition
    - Back of the Teacher Edition or resources for the instructional routines.
    - Separate documents, or ancillary materials with instructional routines.
- Look for implementation guidance located within lessons.

Cluster Meeting

Preparing for the cluster meeting:

- **What is the teacher doing?**
    - Teacher uses the teacher's manual to plan and deliver explicit, systematic instruction in the areas of phonological awareness, phonics and word recognition, fluency, and print concepts.
    - Teacher uses specific instructional routines provided in the manual or resources to engage students in foundational skill learning.
- **What is the student doing?**
    - Students know the routine(s) for learning foundational skills.
    - Students are engaged in the learning because they know what to expect as they learn new content.

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing a teacher's edition/manual with detailed routines for instruction in core materials.
- Discuss how materials include lessons, activities, and routines for sufficient practice.
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 2:
Implementation, Support Materials, and Assessment

Criterion 2.1	Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics, and word recognition, fluency, and print concepts.
Indicator 2b	Materials contain full, adult-level explanations and examples of the foundational skills concepts included in the program so teachers can improve their own knowledge of the subject, as necessary.

Scoring:

4 points	2 points	0 points
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Complete, detailed adult-level explanations are provided for each foundational skill taught at the grade level. ● Detailed examples of the grade level foundational skill concepts are provided for the teacher.	● Complete, detailed adult-level explanations are provided for each foundational skill taught at the grade level. ● Detailed examples of the grade level foundational skill concepts are provided for the teacher.	● Complete, detailed adult-level explanations are provided for each foundational skill taught at the grade level. ● Detailed examples of the grade level foundational skill concepts are provided for the teacher.

About this indicator:

What is the purpose of this Indicator?

Foundational Skills standards "are directed towards fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system," (CCSS, page 15). Components of foundational skills: print concepts, phonological awareness, phonics and word recognition, and fluency are further explained in the CCSS, Appendix A. Terminology of foundational skills: phoneme-grapheme correspondences, phonological awareness, and orthography is defined through the specialized vocabulary of the discipline, Appendix A, pages 17 - 22. Teaching a child to read requires a firm pedagogical knowledge of foundational skill content and instructional strategies on how to teach those integral skills. Novice teachers and even seasoned teachers who teach Kindergarten, Grade 1, or Grade 2 do not always have the prerequisite level of expertise in foundational skills needed to provide instruction in the essential knowledge and skills that are taught in the program. Instructional materials with adult-level explanations of each foundational skill provide teachers with the necessary, vital background knowledge needed for teaching foundational skills lessons.

Research or Standards connection:

"...what teachers know and how they practice is necessary to ensure that there are professionals in every classroom meeting the diverse needs of students." (Fitzharris, Jones, & Crawford; 2008).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Foundational Skills
- Review Grade 1 Foundational Skills
- Review Grade 2 Foundational Skills

Indicator 2b Guiding Question:

How do the materials educate the teacher about foundational skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Beginning of the Teacher Edition
    - Beginning of new units or modules
    - Foundational skill explanations
- Review supplemental materials including online components for foundational skill explanations.

Cluster Meeting

Preparing for the cluster meeting:

- If you were new to teaching foundational skills, do the materials provide you with the necessary background knowledge for teaching each skill?
- How do the materials provide background knowledge for each teaching skill? Will the teacher implementing the materials gain the essential knowledge and skills that are taught in the program and the order in which they are presented?
- How are print concepts defined? How is phonological awareness defined? What is phonics? Where can you find the answer to these questions in the materials?
- How specific are the definitions?
- Are there examples of how to teach foundational skills concepts in the materials?

During the cluster meeting:

- Share evidence of the indicator.
- Are adult-level explanations provided throughout the materials to explain each concept?
- Does the progression of adult-level explanations and examples of foundational skills concepts progress in the order in which they are presented?
- What opportunities do the materials provide for a teacher inexperienced in foundational skills to learn the necessary foundational skill knowledge?
- Discuss any questions that were not answered by this instructional material.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on final rating.

Gateway 2:
Implementation, Support Materials, and Assessment

Criterion 2.1	Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics, and word recognition, fluency, and print concepts.
Indicator 2c	Foundational skills lessons are well-designed and take into account effective lesson structure and pacing. Content can reasonably be completed within a regular school year, and the pacing allows for maximum student understanding.

Scoring:

Kindergarten		
4 points **Materials meet ALL of the requirements of this indicator.** • Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. • The effective lesson design structure includes both whole group and small group instruction. • The pacing of each component of daily lesson plans is clear and appropriate. • The suggested amount of time and expectations for maximum student understanding of all	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** • Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. • The effective lesson design structure includes both whole group and small group instruction. • The pacing of each component of daily lesson plans is clear and appropriate. • The suggested amount of time and expectations for maximum student understanding of all	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** • Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. • The effective lesson design structure includes both whole group and small group instruction. • The pacing of each component of daily lesson plans is clear and appropriate. • The suggested amount of time and expectations for maximum student understanding of all

foundational skill content (i.e. phonological awareness, print concepts, letters, phonics, HFW, word analysis, decoding) can reasonably be completed in one school year and should not require modifications. ● For those materials on the borderline (e.g. approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.	foundational skill content (i.e. phonological awareness, print concepts, letters, phonics, HFW, word analysis, decoding) can reasonably be completed in one school year and should not require modifications. ● For those materials on the borderline (e.g. approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.	foundational skill content (i.e. phonological awareness, print concepts, letters, phonics, HFW, word analysis, decoding) can reasonably be completed in one school year and should not require modifications. ● For those materials on the borderline (e.g. approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.
Grade 1		
4 points **Materials meet ALL of the requirements of this indicator.** ● Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. ● The effective lesson design structure includes both whole group and small group instruction. ● The pacing of each component of daily lesson plans is clear and appropriate. ● The suggested amount of time and expectations for maximum student understanding of all foundational skill content all foundational skill content (i.e., phonological awareness, phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. ● The effective lesson design structure includes both whole group and small group instruction. ● The pacing of each component of daily lesson plans is clear and appropriate. ● The suggested amount of time and expectations for maximum student understanding of all foundational skill content all foundational skill content (i.e., phonological awareness, phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. ● The effective lesson design structure includes both whole group and small group instruction. ● The pacing of each component of daily lesson plans is clear and appropriate. ● The suggested amount of time and expectations for maximum student understanding of all foundational skill content all foundational skill content (i.e., phonological awareness, phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one

school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.	school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.	school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the grade level standards within one school year.
	Grade 2	
4 points **Materials meet ALL of the requirements of this indicator.** - Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. - The effective lesson design structure includes both whole group and small group instruction. - The pacing of each component of daily lessons plans is clear and appropriate. - The suggested amount of time and expectations for maximum student understanding of all foundational skill content (i.e., phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** - Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. - The effective lesson design structure includes both whole group and small group instruction. - The pacing of each component of daily lessons plans is clear and appropriate. - The suggested amount of time and expectations for maximum student understanding of all foundational skill content (i.e., phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** - Lesson plans utilize effective, research-based lesson plan design for early literacy instruction. - The effective lesson design structure includes both whole group and small group instruction. - The pacing of each component of daily lessons plans is clear and appropriate. - The suggested amount of time and expectations for maximum student understanding of all foundational skill content (i.e., phonics, irregularly spelled words, word analysis, fluency) can reasonably be completed in one school year and should not require modifications. - For those materials on the borderline (e.g., approximately 130 days on the low end or 200 days on the high end), evidence clearly explains how students would be able to master ALL the

grade level standards within one school year.	grade level standards within one school year.	grade level standards within one school year.

About this indicator:

What is the purpose of this Indicator?

Effective foundational skill lesson plans utilize components of explicit instruction with opportunities for students to practice phonological awareness, phonics and word recognition, fluency, and print concepts skill out-of-context and in-context. Because foundational skill lessons are only one segment of English Language Arts instruction in K-2 classrooms' schedules, effective lesson structure and pacing is vital.

Phonological awareness, phonics and word recognition, fluency, and print concepts lesson plan design includes both whole group and small group instruction. Lesson plans found in the materials should include opportunities for heterogeneous and homogeneous groupings. Flexible small groups are often formed based on a specific skill that needs reinforcement or enrichment and dissolved once the students' need has been addressed. Heterogeneous grouping,(e.g.,cooperative groups), is incorporated into effective lesson structure and pacing.

Foundational skills instructional materials must be carefully designed to be taught within the time constraints of a school day and a school year. Teachers and students need phonological awareness, phonics and word recognition, fluency, and print concepts materials that are intentionally developed to be thoroughly taught in one school year without sacrificing grade-level content or forcing the teacher to rush through content at the end of the school year.

Research or Standards connection:

"Phonics instruction may be provided systematically or incidentally. The hallmark of a systematic phonics approach or program is that a sequential set of phonics elements is delineated and these elements are taught along a dimension of explicitness depending on the type of phonics method employed. Conversely, with incidental phonics instruction, the teacher does not follow a planned sequence of phonics elements to guide instruction but highlights particular elements opportunistically when they appear in text"(National Reading Panel through Reading Rockets).

Resources:

- Phonics Instruction by National Reading Panel

Indicator 2c Guiding Question:

How do the material demonstrate effective lesson planning design and pacing?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents, any pacing guides, and scope and sequence provided by the publisher.
        - Look at the overview and scope and sequence for the number of lessons and/or number of days of instruction.

  - Unit overviews for number of days of lessons.
  - The time needed per lesson per day.
  - Examine the number of days recommended for re-teaching or extensions.
  - Lesson overviews, pacing guides, daily lessons, scope and sequences
  - Lessons for each foundational skill for design and pacing.
  - Lessons for what students are required to do or produce.
  - Teacher information provided on lesson purpose.
- Consider if there is too much or too little material for the amount of time allotted for the lesson.
- Consider the balance of the number of days spent on lessons/activities versus assessments.

Cluster Meeting

Preparing for the cluster meeting:

- This metric requires qualitative judgment; there is no exact number of days that is specified by the standards.
- Keep in mind that in a normal school year, instruction will not take place on each day because of instances such as re-teaching, assessment, field trips, start of the year routines, etc.
- Consider whether there is too much material or too little. Students should be able to master ALL the grade level standards by the end of the course.
- Be prepared to explain and justify your conclusion.
- Was there any information that you learned from the publisher's orientation that was valuable for this indicator? If so, include this information in the report.
- How are the lessons structured?
- How are lesson components sequenced?
- How much time is designated for each lesson?
- Does the publisher provide an explanation of the research base for lesson design?
- Are some lessons marked as optional or supplementary?
- Do the materials within the lesson allow students to learn at an appropriate pace for the given materials?
- Are there any instances where the sequencing of lesson components does not maintain an appropriate balance of explicit instruction with opportunities for students to practice the skill out-of-context and in-context?
- Do the requirements of the lessons seem practical for the teacher and students to complete in the suggested amount of time?

During the cluster meeting:

- Share evidence of the indicator.
- Consider whether there is too much or too little in the materials for a teacher to be able to provide quality instruction in the appropriate grade-level content of phonological awareness, phonics and word recognition, fluency, and print concepts. Students should be able to master ALL the grade level standards by the end of the course.
- Is the lesson plan structure and design based on research?
- Would the teacher be able to understand and implement the structure?
- Discuss any questions that were not answered by this instructional material.

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

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.1	Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics, and word recognition, fluency, and print concepts.
Indicator 2d	**Order of Skills** **i.** Scope and sequence clearly delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence (K-1). **ii.** Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence (K-2).

Scoring:

i. Scope and sequence clearly delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy of phonemic awareness competence (K-1).

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. • Materials contain a phonemic awareness sequence of instruction	• Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. • Materials contain a phonemic awareness sequence of instruction	• Materials contain a clear, evidence-based explanation for the expected hierarchy for teaching phonological awareness skills. • Materials contain a phonemic awareness sequence of instruction

and practice based on the expected hierarchy. ● Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills.	and practice based on the expected hierarchy. ● Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills.	and practice based on the expected hierarchy. ● Materials have a cohesive sequence of phonemic awareness instruction based on the expected hierarchy to build toward students' application of the skills.
ii. Scope and sequence clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence (K-2).		
4 points **Materials meet ALL of the requirements of this indicator.** ● Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. ● Materials have a clear research-based explanation for the order of the phonics sequence. ● Phonics instruction is based in high utility patterns and/or common phonics generalizations. ● Patterns and generalizations are carefully selected to provide a meaningful and manageable number of phonics patterns and common generalizations for students to learn deeply.	**2 points** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. ● Materials have a clear research-based explanation for the order of the phonics sequence. ● Phonics instruction is based in high utility patterns and/or common phonics generalizations. ● Patterns and generalizations are carefully selected to provide a meaningful and manageable number of phonics patterns and common generalizations for students to learn deeply.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Materials clearly delineate a scope and sequence with a cohesive, intentional sequence of phonics instruction and practice to build toward application of skills. ● Materials have a clear research-based explanation for the order of the phonics sequence. ● Phonics instruction is based in high utility patterns and/or common phonics generalizations. ● Patterns and generalizations are carefully selected to provide a meaningful and manageable number of phonics patterns and common generalizations for students to learn deeply.

About this indicator:

What is the purpose of this Indicator?

The learning of phonemic awareness includes a range of skills from simple to complex. Therefore, there is a hierarchy of phonemic awareness. While the ability to rhyme is a simpler phonemic awareness skill, the ability to substitute medial or ending phonemes is more complex. Because

each phonemic awareness skill builds upon previous skills, it is important that materials include resources for teaching each component of phonemic awareness and delineate the sequence in which phonological awareness skills are to be taught, with a clear, evidence-based explanation for the expected hierarchy.
Marilyn Adams (1990) found the following levels of tasks for phonemic awareness:

1. Rhyme
2. Sound comparison and contrast tasks (identify words with similar or different beginning, middle, or ending sounds)
3. Blending tasks (putting sounds together)
4. Phoneme segmentation (pronounce separate phonemes)
5. Phoneme manipulation (when phonemes are removed, deleted, or added, identify the leftover word)

While there is no research to support a perfect sequence for teaching phonics, there is research supporting an intentional, timely sequence of phonics instruction. For example, learning one letter and a corresponding sound is intentional; however, students are left with only a few weeks in a school year to learn other sounds such as long vowels or digraphs. To learn five letters and corresponding sounds in one week can be just as challenging for students since that scenario involves a plethora of new information for a student's working memory. In any systematic program, the phonics sequence in instructional materials must be organized in a way that early readers build graphophonic relationships in a timely manner to help students make progress towards and success in the grade level standards. The scope and sequence for the instructional materials will clearly delineate an intentional sequence in which phonics skills are to be taught, with a clear explanation for the order of the sequence.

Regardless of the phonics approach utilized in the materials, (synthetic/letter-sound based or analog-based), certain patterns and phonics generalizations have higher utility. When instructional materials explicitly target phonics patterns and common phonics generalizations, students build a deeper understanding of the more reliable patterns to decode words. Generalization patterns are not meant to be memorized. With repeated and engaging instruction, patterns become understood and can be applied.

Theodore Clymer conducted research on the phonics "rules" that are taught in classrooms. Clymer suggested teaching phonics generalizations that were valid 75% of the time. Examples of known generalizations with low validity are:

a. When two vowels go walking, the first one does the talking. This has a 45% utility.
b. When y is a vowel in words, it sometimes has the sound of long i. This has a 15% utility.

Examples of known generalizations with high validity are:

a. The k in kn is silent. This has a 100% utility.
b. If a word ends in ck, it has a /k/ sound. This has a 100% utility.

Research or Standards connection:

"The National Reading Panel did find that explicit phonemic awareness and phonics instruction gave children a clear early advantage in reading…" (Shanahan, 2003, p. 648).

Resources:

- Clymer's utility of phonic generalizations

Indicator 2d Guiding Questions:

What is the scope and sequence for phonological awareness skills?

What is the scope and sequence for phonics skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The overview and scope and sequence of phonemic awareness and phonics.
    - Unit overviews for phonemic awareness and phonics objectives.
    - The daily lesson plans for the phonemic awareness and phonics instruction per day.
    - The research-based and/or evidence-based rationale provided for rules to be taught.
- Examine supplemental documents for information about the sequence of phonemic awareness and the sequence of phonics instruction.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - What is the sequential instruction of phonemic awareness across the grade levels (K-1)?
    - What is the sequential instruction of phonics across the grade levels (K-2)?
    - What is the amount of recommended time allocated for each component (phonological awareness, phonemic awareness) of lessons and activities?
    - How do the materials provide regular practice of phonemic and phonological awareness learning?
    - What research is cited in the materials about the phonemic awareness sequence?
    - What research is cited in the materials about the phonics sequence?
    - What “rules” are being taught to students?
    - Are the phonics patterns of high utility?
    - Are the patterns, generalizations, or word families correlated to the standards?
    - Are resources provided to promote students’ learning of phonics patterns and common generalizations?
- **What should the student be doing in materials that meet this indicator?**
    - What phonological and phonemic activities do students practice?
    - Do students practice all phonemic awareness and phonics skills in the sequence?
    - Are phonics skills organized in a way that early readers build graphophonic relationships in a timely manner to help students make progress toward and succeed with grade level standards?
    - How do students practice phonemic awareness and phonics skills?
    - Do students practice patterns (synthetic, analog-based, syllabication) that are common?
    - Will the resources provided promote students’ learning of phonics patterns and common generalizations?

  - Are there catchy phrases for remembering common phonics patterns?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing a scope and sequence for phonological awareness skills in core materials.
- Discuss and share the evidence of materials providing a scope and sequence for phonics skills in core materials.
- Discuss any questions that were not answered by this instructional material.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on final rating.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.1	Materials are accompanied by a systematic, explicit, and research-based scope and sequence outlining the essential knowledge and skills that are taught in the program and the order in which they are presented. Scope and sequence should include phonological awareness, phonics, and word recognition, fluency, and print concepts.
Indicator 2e	Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the Foundational Skills program and suggestions for how they can help support student progress and achievement.

Scoring: (Narrative Evidence Only in final report)

*Note: No score is given for this indicator in the final report. Only qualitative evidence is provided.

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator. • Materials contain jargon-free resources and processes to inform all stakeholders about foundational skills taught at school. • Materials provide stakeholders with strategies and activities for practicing phonological awareness, phonics and word recognition, fluency, and print concepts that will support students in progress toward and	**Materials DO NOT meet ALL of the requirements of this indicator.** • Materials contain jargon-free resources and processes to inform all stakeholders about foundational skills taught at school. • Materials provide stakeholders with strategies and activities for practicing phonological awareness, phonics and word recognition, fluency, and print concepts that will support students in progress toward and	**Materials DO NOT MEET ANY of the requirements of this indicator.** • Materials contain jargon-free resources and processes to inform all stakeholders about foundational skills taught at school. • Materials provide stakeholders with strategies and activities for practicing phonological awareness, phonics and word recognition, fluency, and print concepts that will support students in progress toward and

achievement of grade level foundational skills standards.	achievement of grade level foundational skills standards.	achievement of grade level foundational skills standards.

About this indicator:

What is the purpose of this Indicator?

Learning to read is not confined to the classroom and school. Families, parents, and caregivers who are involved in the education of their child play a vital role in helping the child become a successful reader. Instructional materials should provide information and tools that a teacher can share with families and students. This information could be daily, but the information is more likely to be shared each week or per unit/module. Information should include strategies and ideas for practice that can be completed at home for all grade level foundational skills content.

Research or Standards connection:

"Studies of families using literacy as part of their daily routines (e.g., Heath, 1983; Taylor & Dorsey-Gaines, 1988) showed that children's early understanding of literacy was acquired within the social and cultural context of their family and community." (Lynch, 2009).

Indicator 2e Guiding Question:

How do the materials inform and support stakeholders about foundational skills and student progress?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for support materials to guide families, parents, and caregivers.
    - Look in the supplemental resources for letters to be sent home.
    - Review the materials for letters to the family about foundational skills.
    - Review the materials for take-home copies of books taught during foundational skills lessons.
    - Review the materials for games that can be played at home to practice foundational skills.
    - Review the materials for online activities that students can access at home with a parent or caregiver.

Cluster Meeting

Preparing for the cluster meeting:

- Are there jargon-free instructions provided to ensure a parent or caregiver can understand and use the instructional materials provided?
- What can be sent home to help a parent of a child performing at current grade level expectations support his or her child in solidifying foundational skills?

- What can be sent home to help a parent of a child performing below grade level expectations support his or her child in developing foundational skills?
- What can be sent home to help a parent of a child performing above grade level expectations enrich his or her child in foundational skills?

During the cluster meeting:

- Share evidence of the indicator.
- Are the materials that are sent home easy for a parent or caregiver to implement?
- Are the materials written in parent-friendly language?
- Are there enough strategies and information sent home so a parent or caregiver can engage the child in making progress in the targeted foundational skill?
- Across the school year, are at-home practice materials provided for each grade-level foundational skill?
- Discuss any questions that were not answered by this instructional material.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on final rating.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.2

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

What is the purpose of this Criterion?

This criterion addresses decodable texts in Kindergarten, Grade 1, and Grade 2. Decodable texts refers to written words containing familiar letter-sound associations used during beginning reading instruction. In instructional materials, decodable texts should align to the scope and sequence of phonics instruction and the scope of high-frequency words.

Research Connection

"The intent [of decodables] is to help children develop decoding skill and experience success in reading text as early as possible. The stories in such books often involve pigs doing jigs or cats in hats" (Ehri, Nunes, Stahl, & Willows, 2001, p. 43)

Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
6-8 points	4-5 points	<4 points

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.2	Program includes work with decodables in K and Grade 1, and as needed in Grade 2, following the grade-level scope and sequence to address securing phonics.
Indicator 2f	**Aligned Decodable Texts** **i.** Materials include decodable texts with phonics aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings. **ii.** Materials include decodable texts with high-frequency words aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.

Scoring:

i. Materials include decodable texts with phonics aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials include decodable texts to address securing phonics. • Decodable texts contain grade-level phonics skills aligned to the program's scope and sequence. • Materials include detailed lesson plans for repeated readings of decodable texts to address securing phonics skills.	• Materials include decodable texts to address securing phonics. • Decodable texts contain grade-level phonics skills aligned to the program's scope and sequence. • Materials include detailed lesson plans for repeated readings of decodable texts to address securing phonics skills.	• Materials include decodable texts to address securing phonics. • Decodable texts contain grade-level phonics skills aligned to the program's scope and sequence. • Materials include detailed lesson plans for repeated readings of decodable texts to address securing phonics skills.

ii. Materials include decodable texts with high-frequency words aligned to the program's scope and sequence and opportunities for students to use decodables for multiple readings.

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials include decodable texts that utilize high-frequency/irregularly spelled words. ● Decodable texts contain grade-level high-frequency/irregularly spelled words aligned to the program's scope and sequence. ● Materials include detailed lesson plans for repeated readings of decodable texts to address securing reading high-frequency words/irregularly spelled words in context.	● Materials include decodable texts that utilize high-frequency/irregularly spelled words. ● Decodable texts contain grade-level high-frequency/irregularly spelled words aligned to the program's scope and sequence. ● Materials include detailed lesson plans for repeated readings of decodable texts to address securing reading high-frequency words/irregularly spelled words in context.	● Materials include decodable texts that utilize high-frequency/irregularly spelled words. ● Decodable texts contain grade-level high-frequency/irregularly spelled words aligned to the program's scope and sequence. ● Materials include detailed lesson plans for repeated readings of decodable texts to address securing reading high-frequency words/irregularly spelled words in context.

About this indicator:

What is the purpose of this Indicator?

This indicator focuses on the instruction and practice of phonics in the context of connected text. Decodable texts are small readers for students to read immediately after learning a phonics skill or learning new high-frequency/irregularly-spelled words.

Furthermore, decodable texts contain few semantic cues, so students must use their phonics learning and understanding to decode words. Decodable texts contain repetition of phonics patterns for students to practice decoding words in sentences. While decodable texts do often contain contrived storylines, the decodable texts have phonetically controlled elements which are what early readers need to experience independently gaining meaning from text.

With multiple readings, students can read the decodable text for different purposes such as reading for accuracy of the phonetically controlled elements, reading for accuracy of the high-frequency words/irregularly spelled words, and reading for consistent practice of phonics elements.

Research or Standards connection:

"In the early stages of reading decodable texts, children learn the most common patterns for consonants and vowels in single-syllable words, and which vowel sounds (short, long, r-controlled, and diphthongs) are represented by each pattern" (Thomson, 2018, p. 91).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Foundational Skills
- Review Grade 1 Foundational Skills
- Review Grade 2 Foundational Skills

Indicator 2f Guiding Question:

How do the materials provide instruction and practice of phonics and high-frequency words through the use of decodables?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - The Table of Contents for lesson plans about how to use decodable texts.
    - The scope and sequence for phonics and for high-frequency words/irregularly spelled words.
    - The end of the teacher manual or resources for the instructional routines for decodables.
    - Small-group opportunities that use decodable texts.
- Review in the materials for separate decodable texts.
- Look at decodables or decodable texts.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing in materials that meet this indicator?**
    - Do the materials contain decodable texts (small readers)?
    - Does the teacher have opportunities to explicitly teach students how to apply the new phonics skills in decodable texts?
    - Does the teacher have opportunities to explicitly teach students how to apply the new high-frequency words/irregularly spelled words in decodable texts?
    - Do the materials provide lesson plans or instructional routines for the teacher to engage students in reading decodable texts?
    - Does the teacher have more than one lesson available per decodable text?
    - Are there regular opportunities for the teacher to guide students in the reading of decodable texts?
    - How are decodable texts used?
- **What should the student be doing in materials that meet this indicator?**
    - Do the materials provide frequent and regular opportunities throughout the year for students to read decodable texts?
    - Do students practice decoding of new phonics skills by reading the phonetically controlled words in the context of a decodable text?
    - Do students practice recognition of high-frequency/irregularly spelled words by reading the high-frequency words in the context of a decodable text?

    - Do the materials provide frequent and regular opportunities throughout the year for students to read decodable readers?
    - How many times does a student engage with each decodable text?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing opportunities for students to read decodable texts in core materials.
- Discuss the amount of time spent on students' reading decodable texts over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss any questions that were not answered by this instructional material.
- Look for and discuss whether the indicator was met fully, partially, or did not meet any scoring bullet in the scoring section.
- Agree on final rating.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.3

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

What is the purpose of this Criterion?

This criterion addresses assessment and differentiation of foundational skills. In determining each student's progress of print concepts, phonological awareness, phonics, high-frequency words, and fluency, materials need to include different types of assessments. From each assessment, a teacher uses the results to identify skill gaps. Materials should assist the teacher in planning differentiation and intervention to target each student's foundational skills need.

Research Connection

"Assessment of early literacy skills is important for identifying children who may need more intensive instruction to achieve success with literacy and become proficient readers" (Brown, 2014, p. 45)

Kindergarten Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
18-22 points	11-17 points	<11 points

Grade 1 Scoring:

Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations

20-24 points	12-19 points	<12 points

Grade 2 Scoring:

Meets Expectations	**Partially Meets Expectations**	**Does Not Meet Expectations**
16-20 points	11-17 points	<11 points

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.3	Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.
Indicator 2g	**Regular and Systematic Opportunities for Assessment** **i:** Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence). (K-1) **ii.** Materials regularly and systematically offer assessment opportunities that measure student progress of phonological awareness (as indicated by the program scope and sequence). (K-1) **iii.** Materials regularly and systematically offer assessment opportunities that measure student progress of phonics in- and out-of-context (as indicated by the program scope and sequence). (K-2) **iv.** Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence). (K-2) **v.** Materials regularly and systematically offer assessment opportunities that measure student progress in fluency (as indicated by the program scope and sequence). (1-2)

Scoring:

i: Materials regularly and systematically offer assessment opportunities that measure student progress through mastery of print concepts (K-1), letter recognition (K only), and printing letters (as indicated by the program scope and sequence). (K-1)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of print concepts, letter recognition, and letter formation. • Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of print concepts, letter recognition, and letter formation. • Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in print concepts, letter recognition, and letter formation.	• Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of print concepts, letter recognition, and letter formation. • Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of print concepts, letter recognition, and letter formation. • Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in print concepts, letter recognition, and letter formation.	• Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of print concepts, letter recognition, and letter formation. • Assessment materials provide teachers and students with information concerning students' current skills/level of understanding of print concepts, letter recognition, and letter formation. • Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in print concepts, letter recognition, and letter formation.

ii. Materials regularly and systematically offer assessment opportunities that measure student progress of phonological awareness (as indicated by the program scope and sequence). (K-1)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials regularly and systematically provide a variety of assessment	• Materials regularly and systematically provide a variety of assessment	• Materials regularly and systematically provide a variety of assessment

<table>
<tr>
<td>opportunities over the course of the year to demonstrate students’ progress toward mastery and independence in phonological awareness.
• Assessment materials provide teachers and students with information concerning students’ current skills/level of understanding of phonological awareness.
• Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonological awareness.</td>
<td>opportunities over the course of the year to demonstrate students’ progress toward mastery and independence in phonological awareness.
• Assessment materials provide teachers and students with information concerning students’ current skills/level of understanding of phonological awareness.
• Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonological awareness.</td>
<td>opportunities over the course of the year to demonstrate students’ progress toward mastery and independence in phonological awareness.
• Assessment materials provide teachers and students with information concerning students’ current skills/level of understanding of phonological awareness.
• Materials support teachers with instructional suggestions for assessment-based steps to help students to progress toward mastery in phonological awareness.</td>
</tr>
<tr>
<td colspan="3">iii. Materials regularly and systematically offer assessment opportunities that measure student progress of phonics in- and out-of-context (as indicated by the program scope and sequence). (K-2)</td>
</tr>
<tr>
<td>2 points

Materials meet ALL of the requirements of this indicator.

• Materials provide resources and tools to collect ongoing data about students’ progress in phonics.
• Materials offer assessment opportunities to determine students’ progress in phonics that are implemented systematically.
• Multiple assessment opportunities are provided regularly for students to demonstrate progress toward mastery and independence with phonics.
• Assessment materials provide the teacher and</td>
<td>1 point

Materials DO NOT meet ALL of the requirements of this indicator.

• Materials provide resources and tools to collect ongoing data about students’ progress in phonics.
• Materials offer assessment opportunities to determine students’ progress in phonics that are implemented systematically.
• Multiple assessment opportunities are provided regularly for students to demonstrate progress toward mastery and independence with phonics.
• Assessment materials provide the teacher and</td>
<td>0 points

Materials DO NOT MEET ANY of the requirements of this indicator.

• Materials provide resources and tools to collect ongoing data about students’ progress in phonics.
• Materials offer assessment opportunities to determine students’ progress in phonics that are implemented systematically.
• Multiple assessment opportunities are provided regularly for students to demonstrate progress toward mastery and independence with phonics.
• Assessment materials provide the teacher and</td>
</tr>
</table>

students with information about students' current skills/level of understanding of phonics. ● Materials genuinely measure students' progress to support the teacher with instructional adjustments to help students make progress toward mastery in phonics.	students with information about students' current skills/level of understanding of phonics. ● Materials genuinely measure students' progress to support the teacher with instructional adjustments to help students make progress toward mastery in phonics.	students with information about students' current skills/level of understanding of phonics. ● Materials genuinely measure students' progress to support the teacher with instructional adjustments to help students make progress toward mastery in phonics.

iv. Materials regularly and systematically offer assessment opportunities that measure student progress of word recognition and analysis (as indicated by the program scope and sequence). (K-2)

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
● Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of word recognition (high-frequency words or irregularly spelled words) and analysis. ● Assessment materials provide the teacher and students with information concerning students' current skills/level of understanding of word recognition and word analysis. ● Materials support the teacher with instructional suggestions for assessment-based steps to help students to progress toward mastery in word recognition and word analysis.	● Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of word recognition (high-frequency words or irregularly spelled words) and analysis. ● Assessment materials provide the teacher and students with information concerning students' current skills/level of understanding of word recognition and word analysis. ● Materials support the teacher with instructional suggestions for assessment-based steps to help students to progress toward mastery in word recognition and word analysis.	● Materials regularly and systematically provide a variety of assessment opportunities over the course of the year to demonstrate students' progress toward mastery and independence of word recognition (high-frequency words or irregularly spelled words) and analysis. ● Assessment materials provide the teacher and students with information concerning students' current skills/level of understanding of word recognition and word analysis. ● Materials support the teacher with instructional suggestions for assessment-based steps to help students to progress toward mastery in word recognition and word analysis.

v. Materials regularly and systematically offer assessment opportunities that measure student progress in fluency (as indicated by the program scope and sequence). (1-2)		
2 points **Materials meet ALL of the requirements of this indicator.** ● Multiple assessment opportunities are provided regularly and systematically over the course of the year in core materials for students to demonstrate progress toward mastery and independence of fluency. ● Assessment materials provide the teacher and students with information about students' current skills/level of understanding of fluency. ● Materials support the teacher with instructional adjustments to help students make progress toward mastery in fluency.	**1 point** **Materials DO NOT meet ALL of the requirements of this indicator.** ● Multiple assessment opportunities are provided regularly and systematically over the course of the year in core materials for students to demonstrate progress toward mastery and independence of fluency. ● Assessment materials provide the teacher and students with information about students' current skills/level of understanding of fluency. ● Materials support the teacher with instructional adjustments to help students make progress toward mastery in fluency.	**0 points** **Materials DO NOT MEET ANY of the requirements of this indicator.** ● Multiple assessment opportunities are provided regularly and systematically over the course of the year in core materials for students to demonstrate progress toward mastery and independence of fluency. ● Assessment materials provide the teacher and students with information about students' current skills/level of understanding of fluency. ● Materials support the teacher with instructional adjustments to help students make progress toward mastery in fluency.

About this indicator:

What is the purpose of this Indicator?

This indicator examines the quality of instructional materials intended for assessment of foundational skills.

Ongoing assessment of foundational skills allows the teacher to use various instruments, tools, observations, and student work samples to determine student progress. Foundational skill assessments should help a teacher determine a student's overall reading ability as well as subcomponents of each student's growth in foundational skills. Assessments (diagnostic, formative, summative, informal, formal, pre-assessments, post-assessments, screening assessments, running records, portfolios, checklists, observations, etc.) support the teaches in evaluating students' skills in order to plan effective instruction and activities for all students to make academic growth. These assessments inform the teacher of next steps for the whole group, small group, and individual instruction of foundational skills.

Quality materials will provide assessments for the teacher and students that assess student progress of foundational skills regularly and systematically during the day, week, month, and year.

Assessments of foundational skills are not intended to be a battery of tests administered to students. Materials should contain assessment opportunities that help the teacher monitor students' progress and then provide the teacher with support to reteach when students are not successful in learning the foundational skill.

Research or Standards connection:

"The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention" (CCSS Foundational Skills, p. 15).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Foundational Skills
- Review Kindergarten Language Standards (L.K.1.a)
- Review Grade 1 Foundational Skills
- Review Grade 1 Language Standards (L.1.1.a)
- Review Grade 2 Foundational Skills

Indicator 2g Guiding Question:

How do the materials provide assessment of all foundational skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
    - Table of Contents (including prefatory materials to see the rationale for how assessment is approached)
    - Assessment sections (diagnostic assessments, checklists, rubrics, running records, observation forms)
    - Protocols for how to support students performing below grade level
- Look for evidence of systematic instruction AND assessment to support development of foundational skills.
- Teacher Edition identifies metrics and systems for progress monitoring the foundational skills to support the teacher in identifying students' growth toward reading grade level and for progress monitoring throughout the year.
- Look at questions and tasks in assessments (screeners, inventories, diagnostics).
- Some materials may have grade level fluency passages with questions attached for comprehension checks.

Cluster Meeting

Preparing for the cluster meeting:

- What assessment measures are included for foundational skills?
- Are diagnostic assessments offered at regular intervals?
- Are there pre-assessments and post-assessments?
- What does the teacher do with the results of formal and informal assessments?

- How are print concepts assessed in K-1?
- How is phonemic and phonological awareness assessed in K-1?
- How are phonics assessed across K-2?
- What tools are used to measure student learning of word recognition in K-2?
- How is fluency assessed in K-2?
- How frequently is student progress assessed?
- What assessments are suggested for the teacher to use during lessons for immediate teacher feedback on student learning?
- What data tracking methods are employed?
- How do students participate in assessment?
- What kinds of feedback do students receive? Is the feedback based on lesson objectives?
- What instructional adjustments and protocols are recommended after the assessment? Are there opportunities for more practice, re-teaching, and/or alternative instructional practices suggested?

During the cluster meeting:

- Share evidence of the indicator.
- Do the materials provide regular and systematic assessment opportunities?
- Do the assessments provide the teacher with success criteria? Do the assessments help the teacher find evidence of a student's progress toward mastery of each skill?
- Do the assessment materials provide progress information for students to be supported and move toward independence in foundational skills?
- What protocols exist for the teacher to help students performing below grade level?
- Are the assessment materials aligned to the instruction?
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.3	Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.
Indicator 2h	Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessments and assessment materials clearly denote which standards are being emphasized.

Scoring:

2 points	**1 point**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials include denotations of the standards being assessed in the formative assessments. • Materials include denotations of standards being assessed in the summative assessments. • Alignment documentation is provided for all tasks, questions, and assessment items. • Alignment documentation contains specific standards correlated to specific lessons.	• Materials include denotations of the standards being assessed in the formative assessments. • Materials include denotations of standards being assessed in the summative assessments. • Alignment documentation is provided for all tasks, questions, and assessment items. • Alignment documentation contains specific standards correlated to specific lessons.	• Materials include denotations of the standards being assessed in the formative assessments. • Materials include denotations of standards being assessed in the summative assessments. • Alignment documentation is provided for all tasks, questions, and assessment items. • Alignment documentation contains specific standards correlated to specific lessons.

About this indicator:

What is the purpose of this Indicator?

In order to help prepare students to be college and career ready, materials will be explicitly aligned to grade-level standards that are consistent across states and provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. Instructional materials that are aligned to the standards should contain documentation of when and how each standard is addressed in the materials.

When teachers use assessments, they need to know what standards they are assessing with the assessment. This helps a teacher determine if students are attaining the skill that is based on the standard. Many of the foundational skills are considered code-based skills, which are skills that allow students to decode with accuracy and efficiency (Lesaux & Marietta, 2012).

Research or Standards connection:

"High standards that are consistent across states provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live."
National Governors Association Center for Best Practices, Council of Chief State School Officers

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Foundational Skills
- Review Kindergarten Language Standards (L.K.1.a)
- Review Grade 1 Foundational Skills
- Review Grade 1 Language Standards (L.1.1.a)
- Review Grade 2 Foundational Skills

Indicator 2h Guiding Question:

Do the materials provide a publisher-produced document for standards alignment?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
  - The Table of Contents for assessments.
  - Lessons, assessments, student practice pages, and homework assignments.
- Review the teacher materials and supplemental resources for assessments especially an alignment document for assessments.
- Look at all assessments for alignment to the grade-level standards.
- Look at the end or beginning of the Teacher Edition or resources.
- Look for an ancillary document with listed standards alignment.

Cluster Meeting

Preparing for the cluster meeting:

- Where is the alignment of each question, task and assessment item found?
- Does each assessment clearly indicate which standards are being emphasized?
- Is documentation of the standards addressed by questions, tasks and assessment items provided by the publisher?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss the documentation of standards provided by the publisher. Is documentation provided for all Foundational Skill standards per grade level?
- Are the questions, tasks, and assessments aligned to the specific standard(s) addressed?
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.3	Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials also provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.
Indicator 2i	**Differentiation for Instruction:** Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding grade-level standards. **i.** Materials regularly provide all students, including those who read, write, speak, or listen in a language other than English with extensive opportunities for reteaching to meet or exceed grade-level standards. **ii.** Materials regularly provide all students, including those who read, write, speak, or listen below grade level with extensive opportunities for reteaching to meet or exceed grade-level standards. **iii.** Materials regularly provide extensions and/or advanced opportunities for students who read, write, speak, or listen above grade level.

Scoring:

i. Materials regularly provide all students, including those who read, write, speak, or listen in a language other than English with extensive opportunities for reteaching to meet or exceed grade-level standards.

4 points	**2 points**	**0 points**
Materials meet ALL of the requirements of this indicator.	**Materials DO NOT meet ALL of the requirements of this indicator.**	**Materials DO NOT MEET ANY of the requirements of this indicator.**
• Materials provide support for English Language	• Materials provide support for English Language	• Materials provide support for English Language

<table>
<tr><td>Learner (ELL) students.
● General statements about ELL students or strategies are noted at the beginning of a unit or at one place in the teacher edition are then implemented by the materials throughout the lessons.</td><td>Learner (ELL) students.
● General statements about ELL students or strategies are noted at the beginning of a unit or at one place in the teacher edition are then implemented by the materials throughout the lessons.</td><td>Learner (ELL) students.
● General statements about ELL students or strategies are noted at the beginning of a unit or at one place in the teacher edition are then implemented by the materials throughout the lessons.</td></tr>
<tr><td colspan="3">ii. Materials regularly provide all students, including those who read, write, speak, or listen below grade level with extensive opportunities for reteaching to meet or exceed grade-level standards.</td></tr>
<tr><td>4 points
Materials meet ALL of the requirements of this indicator.
● Materials provide opportunities for small group reteaching.
● Materials provide guidance to the teacher for scaffolding and adapting lessons and activities to support students who read, write, speak, or listen below grade level in extensive opportunities to learn foundational skills at the grade-level standards.</td><td>2 points
Materials DO NOT meet ALL of the requirements of this indicator.
● Materials provide opportunities for small group reteaching.
● Materials provide guidance to the teacher for scaffolding and adapting lessons and activities to support students who read, write, speak, or listen below grade level in extensive opportunities to learn foundational skills at the grade-level standards.</td><td>0 points
Materials DO NOT MEET ANY of the requirements of this indicator.
● Materials provide opportunities for small group reteaching.
● Materials provide guidance to the teacher for scaffolding and adapting lessons and activities to support students who read, write, speak, or listen below grade level in extensive opportunities to learn foundational skills at the grade-level standards.</td></tr>
<tr><td colspan="3">iii. Materials regularly provide extensions and/or advanced opportunities for students who read, write, speak, or listen above grade level.</td></tr>
<tr><td>4 points
Materials meet ALL of the requirements of this indicator.
● Materials provide multiple opportunities for advanced students to investigate grade-level foundational skills at a greater depth.
● There are no instances of</td><td>2 points
Materials DO NOT meet ALL of the requirements of this indicator.
● Materials provide multiple opportunities for advanced students to investigate grade-level foundational skills at a greater depth.
● There are no instances of</td><td>0 points
Materials DO NOT MEET ANY of the requirements of this indicator.
● Materials provide multiple opportunities for advanced students to investigate grade-level foundational skills at a greater depth.
● There are no instances of</td></tr>
</table>

advanced students simply doing more assignments than their classmates.	advanced students simply doing more assignments than their classmates.	advanced students simply doing more assignments than their classmates.

About this indicator:

What is the purpose of this Indicator?

Students learn at different rates. This means materials need to support differentiation in order for all students' to achieve learning of foundational skills. As students develop phonological awareness, they become more able to decode and recognize words. Sufficient practice is needed for each student, but some students will need more support to develop automaticity. Furthermore, some students learn skills quicker and need opportunities for advancement and challenge. Some programs may address differentiation of foundational skills through response-to-intervention (RTI), which is a tiered form of instruction.

Materials to support each student's development of foundational skills should include support for individual differences and rates of progress and scaffold instruction to help each student make progress to the next skill. Materials should provide guidance/instructions to the teacher for remediating or challenging students' learning opportunities in foundational skills.

Research or Standards connection:

"Instruction should be differentiated: good readers will need much less practice with these concepts [Foundational Skills] than struggling readers will" (CCSS Foundational Skills, p. 15).

Resources:

- CCSS Appendix A
- Revised Publishers' Criteria for CCSS
- Review Kindergarten Foundational Skills
- Review Kindergarten Language Standards (L.K.1.a)
- Review Grade 1 Foundational Skills
- Review Grade 1 Language Standards (L.1.1.a)
- Review Grade 2 Foundational Skills

Indicator 2i Guiding Question:

How do the materials provide differentiated instruction of all foundational skills?

Evidence Collection

- Examine the Teacher Edition and student materials of the resource for alignment to Foundational Standards at each grade level. Review:
  - The Unit overviews for differentiation.
  - The supplemental resources for differentiation opportunities.
- Look at the Teacher Edition and student materials of the resource for alignment of Foundational Standards aligned to each grade level. Examples may include:
  - Response-to-Intervention (RtII) tiers addressing foundational skills ○ Texts, books, and passages (support students at different levels) in small group for fluency such as guided reading

    - Decodable books and passages (support students at different levels)
    - Small group instruction lesson plans with learning targets, instructional strategies (i.e. choral reading, echo reading, whisper reading, direct instruction), list of needed materials
    - Flexible groupings
    - Schedule of lessons for small groupings
- Look for evidence of systematic instruction AND assessment to support development.
- Look at teacher guidance and support after assessments (screeners, inventories, diagnostics) conducted to target students at different skill levels in foundational skills.
- Identify tasks and questions where students are accessing different strategies or methods to learn skills.

Cluster Meeting

Preparing for the cluster meeting:

- **What should the teacher be doing to meet this indicator?**
    - What is the amount of recommended time allocated for each component of lessons and assessments?
    - How are foundational skill lessons and activities differentiated for students?
    - How do the materials support the teacher in scaffolding instruction of foundational skills?
    - What opportunities are provided for remedial of foundational skills?
    - What opportunities are provided for acceleration of foundational skills?
    - How are lessons and activities modeled?
    - Is there a gradual release of responsibility?
    - Do students have access to multiple ways of learning and not just worksheets?
    - Are there suggestions to the teacher for supporting varying student needs?
    - What is differentiated instruction, and what does it look like in lessons or in assignments?
    - What is different between provided materials that are specific for differentiated instruction or the materials that are general notes about what "could be" implemented?
- **What should the student be doing to meet this indicator?**
    - How are tasks and questions designed to allow students to demonstrate that they understand the components of foundational skills?
    - Do materials provide instructional opportunities to scaffold and support each student's foundational skill needs?
    - Will every student be able to achieve mastery of foundational skills?
    - Are there suggestions for adapting instruction to meet all student needs?

During the cluster meeting:

- Share evidence of the indicator.
- Discuss and share the evidence of materials providing differentiated instruction.
- Discuss the amount of time spent on differentiated instruction over the course of the school year. Is adequate time spent? Are the skills being developed for students?
- Discuss any questions that were not answered by this instructional material.
- Look for consensus about which indicators were met fully and partially.
- Agree on final ratings.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.4

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

Scoring: Narrative Evidence Only

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

Gateway 2:
Implementation, Support Materials, and Assessment

Criterion 2.4	Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.
Indicator 2j	Digital materials (either included as a supplement to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

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 focuses on the compatibility of the instructional materials with different browsers.

Indicator 2j Guiding Question:

Are digital materials compatible with multiple systems?

Evidence Collection

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

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

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.4	Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.
Indicator 2k	Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

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

Indicator 2k Guiding Question:

Do materials effective use technology to enhance student learning?

Evidence Collection

- Review teacher materials across the series.
- Look for and record evidence to:
    - Describe where and how the teacher materials provide guidance for using embedded technology to support and enhance student learning, where applicable.

Cluster Meeting

Preparing for the cluster meeting:

- Review materials for embedded technology.
- Gather narrative evidence that aligns to the indicator.

During the 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?
- Share evidence of the indicator.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.4	Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.
Indicator 2I	Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

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 reviews for digital components that provide opportunities for teachers to differentiate and/or personalize student learning.

Indicator 2I Guiding Question:

Can teachers personalize digital materials for students?

Evidence Collection

- Review all instructional materials in the core grade-level program, including the Teacher Edition/ Guide(s), assessments, and any supplemental materials to find all integrations of instructional technology.
- Review both professional resources for teachers and resources and materials for students.
- Consider how technology is integrated with program materials to enhance student learning. Use the questions below to gather evidence to inform the rating of these indicators:
  - Are teachers able to manipulate or construct learning experiences for students?
  - Can digital materials be differentiated based on individual students' needs?

Cluster Meeting

Preparing for the cluster meeting:

- Review materials for digital components that provide differentiation based on students' needs.
- Collect narrative evidence aligned to the indicator.

During the cluster meeting:

- Discuss and answer the following questions to support consensus scoring conversations:
  - Where and how do teacher materials provide opportunities for differentiation in digital materials.
- Share evidence of the indicator.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.4	Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.
Indicator 2m	Materials can be easily customized for local use.

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 focuses on customization of instruction materials to adapt to local use.

Indicator 2m Guiding Question:

Can materials be customized for local use?

Evidence Collection

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

Cluster Meeting

Preparing for the cluster meeting:

- Review materials for digital components that can be customized.
- Collect narrative evidence aligned to the indicator.

During the cluster meeting:

- Discuss and answer the following questions to support consensus scoring conversations:
    - Where and how do materials provide opportunities for districts, schools, and teachers to customize materials?
- Share evidence of the indicator.

Gateway 2: Implementation, Support Materials, and Assessment

Criterion 2.4	Materials support effective use of technology and visual design to enhance student learning. Digital materials are accessible and available in multiple platforms.
Indicator 2n	The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

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; examines resources to determine whether they contain any errors as they relate to usability.

Indicator 2n Guiding Question:

Is the visual design of the materials distracting or 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

Preparing for the cluster meeting:

- Review materials pertaining to the visual design of the instructional materials.
- Collect narrative evidence aligned to the indicator.

During the 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?