

Essentials in Curricular Materials

With so many new and repackaged instructional products being introduced into a quickly changing marketplace, district leaders and educators need independent information about instructional materials in order to make informed decisions and, over time, to move the needle on student performance. (EdReports, 2017)

Rigorous college- and career-ready standards can improve and deepen student learning. Teachers need access to high quality, aligned instructional materials to support their classrooms. Instructional materials that claim to be aligned to the standards have saturated the market. Yet many of those claims have not been verified by a reliable source. Without an independent review to identify quality materials, standard-aligned materials are difficult to discover.

EdReports.org is an independent nonprofit designed to improve education that offers evidence-based reviews of K-12 instructional materials with a focus on alignment to the ELA Standards and other indicators of high quality as recommended by educators. EdReports.org convened educators to develop tools to provide educators, stakeholders, and leaders with independent and useful information about the quality of core English language arts instructional materials (whether digital, traditional textbook, or blended).

The checklists found on the next few pages are derived from the tools Ed Reports uses to evaluate materials. These checklists can be held against current or future texts/materials to determine their efficiency and alignment. This tool, which the checklists were derived from, builds on the experience of educators, curriculum experts, state processes, and leading rubric developers and organizations – such as Achieve, Inc., the Council of Great City Schools, and Student Achievement Partners, among others – that have conducted reviews of instructional materials, lessons, and tasks. The indicators found within the checklists are meant to guide teachers, teacher leaders, and administration in evaluating the current instructional materials that are used in classrooms.

Other key references that can assist with the evaluation of instructional materials and were used in the development of the Ed Reports tools include:

- The [Common Core State Standards for English Language Arts](#), including Appendices (including the Revised Appendix A).
- [Publishers' Criteria for the Common Core State Standards for English Language Arts](#).
- Support materials to identify text complexity and rigor appropriate for each grade.
- Evidence Guides (technical documentation support indicating how to collect evidence, where to find evidence, and reporting information).


Evidence indicates that instructional materials have a significant effect on student outcomes.

1. Harvard's Richard Elmore argues that to get inside the instructional core and improve learning at scale, it is essential to get quality content into the hands of teachers and students.
2. If quality instructional materials (e.g., textbooks, curriculum, digital resources, and other instructional content) are as critical as the research suggests, local decisions about what materials to adopt or purchase are now more significant than ever. With so many new and repackaged instructional products being introduced into a quickly changing marketplace, district leaders and educators need independent information about instructional materials in order to make informed decisions and, over time, to move the needle on student performance.

About Ed Reports

EdReports.org was conceived at the Annenberg Retreat at Sunnylands by a Design Team of the nation's leading minds in math, science, K-12 and higher education in response to fill a gap by reporting on the alignment and quality of instructional material programs. Educators sit on the Ed Reports Board of Directors, inform the review tools and processes through learning tours and feedback sessions, and assist in the design and implementation of the review process. The EdReports.org Content Review Teams, which analyze the quality and alignment of instructional materials, consists of outstanding classroom educators, district coaches, and state content leaders who deeply understand the Common Core State Standards and the importance of high-quality instructional materials. The selection process includes an application, interviews, and a work sample to ensure reviewers' mastery of the standards. Reviews are ongoing and completed reviews can be found at www.edreports.org.

Essentials in Curricular Materials: K-2nd

Indicators for Aligned Instructional Materials	How do current curricular materials rate? (0=they don't; 5=they do) 0 _____ 5 
Texts (Text Sets)	
<input type="checkbox"/> Anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.	0 _____ 5
<input type="checkbox"/> Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.	0 _____ 5
<input type="checkbox"/> Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 _____ 5
<input type="checkbox"/> Texts are organized around a topic/topics that builds student knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.	0 _____ 5
<input type="checkbox"/> Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.	0 _____ 5
<input type="checkbox"/> Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.	0 _____ 5
<input type="checkbox"/> Materials, questions, and task provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.	0 _____ 5
Questions	
<input type="checkbox"/> Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	0 _____ 5
<input type="checkbox"/> Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (may be drawing, dictating, writing, speaking, or a combination).	0 _____ 5
<input type="checkbox"/> Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.	0 _____ 5
<input type="checkbox"/> The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).	0 _____ 5
Speaking & Listening (Collaboration)	
<input type="checkbox"/> Materials provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.	0 _____ 5
<input type="checkbox"/> Materials support students' listening and speaking about what they are reading (for read-aloud) and researching (shared projects) with relevant follow-up questions and supports.	0 _____ 5

Essentials in Curricular Materials: K-2 continued

Writing	
<input type="checkbox"/> Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.	0 _____ 5
<input type="checkbox"/> Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	0 _____ 5
<input type="checkbox"/> Materials include frequent opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, year-long plan of writing instruction and tasks which support students' in and communicating substantive understanding of topics and texts.	0 _____ 5
<input type="checkbox"/> Materials include a progression of focused research projects and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.	0 _____ 5
Language	
<input type="checkbox"/> Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts.	0 _____ 5
<input type="checkbox"/> Materials include explicit instruction of the grammar and conventions/language standards for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	0 _____ 5
Foundational Skills	
<input type="checkbox"/> Materials, questions, and tasks address grade-level standards for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality and function (K-1), and structures and features of text (1-2).	0 _____ 5
<input type="checkbox"/> Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.	0 _____ 5
<input type="checkbox"/> Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.	0 _____ 5

Essentials in Curricular Materials: K-2 continued

Notes
What indicators are not currently present that need to be addressed? _____ _____ _____ _____
What is my next step? _____ _____ _____

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Essentials in Curricular Materials: 3rd-5th

Indicators for Aligned Instructional Materials	<p style="text-align: center;">NOTES</p> <p style="text-align: center;">How do current curricular materials rate? (0 = they don't; 5 = they do)</p> <hr style="width: 100%; border: 0.5px solid black;"/> <p style="text-align: center;">0 ✘ 5</p>
Texts (Text Sets)	
<input type="checkbox"/> Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.	0 _____ 5
<input type="checkbox"/> Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 _____ 5
<input type="checkbox"/> Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.	0 _____ 5
<input type="checkbox"/> Materials support students' increasing literacy skills over the course of the school year (Series of texts should be at a variety of complexity levels appropriate for the grade band).	0 _____ 5
<input type="checkbox"/> Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.	0 _____ 5
<input type="checkbox"/> Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.	0 _____ 5
<input type="checkbox"/> Texts are organized around a topic/topics to build students' ability to read and comprehend complex texts independently and proficiently.	0 _____ 5
<input type="checkbox"/> Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.	0 _____ 5
Questions	
<input type="checkbox"/> Most questions, tasks, and assignments are text dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	0 _____ 5
<input type="checkbox"/> Sequences of text-dependent questions and tasks build to a culminating task that integrates skills (may be writing, speaking, or a combination).	0 _____ 5
<input type="checkbox"/> Materials contain a coherently sequenced set of high quality text dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.	0 _____ 5
<input type="checkbox"/> Materials contain sets of coherently sequenced high quality questions and tasks that require students to analyze the language, key ideas, details, crafts, and structure of individual texts.	0 _____ 5
<input type="checkbox"/> The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).	0 _____ 5
Speaking & Listening (Collaboration)	
<input type="checkbox"/> Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	0 _____ 5
<input type="checkbox"/> Materials provide frequent opportunities and protocols for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax.	0 _____ 5

Essentials in Curricular Materials: 3rd-5th continued

Writing	
<input type="checkbox"/> Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.	0 _____ 5
<input type="checkbox"/> Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	0 _____ 5
<input type="checkbox"/> Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.	0 _____ 5
<input type="checkbox"/> Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.	0 _____ 5
Language	
<input type="checkbox"/> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, year-long plan for students to be interactive and build key academic vocabulary in and across texts.	0 _____ 5
Foundational Skills	
<input type="checkbox"/> Materials, questions, and tasks address grade-level standards for foundational skills by providing instruction in phonics, word recognition, morphology, vocabulary, syntax, and reading fluency, in a research-based and transparent progression.	0 _____ 5
<input type="checkbox"/> Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	0 _____ 5
<input type="checkbox"/> Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text and expression.	0 _____ 5
Notes	
<p>What indicators are not currently present that need to be addressed?</p> <hr/> <hr/> <hr/> <hr/>	
<p>What are next steps?</p> <hr/> <hr/> <hr/>	

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Essentials in Curricular Materials: 6th-8th

Indicators for Aligned Instructional Materials	NOTES How do current curricular materials rate? (0 = they don't; 5 = they do) <hr/> <div style="text-align: center; font-size: 2em; color: blue;">✘</div> <hr/> 0 5
Text Sets	
<input type="checkbox"/> Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.	0 _____ 5
<input type="checkbox"/> Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 _____ 5
<input type="checkbox"/> Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.	0 _____ 5
<input type="checkbox"/> Materials support students' increasing literacy skills over the course of the school year (Series of texts should be at a variety of complexity levels appropriate for the grade band).	0 _____ 5
<input type="checkbox"/> Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.	0 _____ 5
<input type="checkbox"/> Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.	0 _____ 5
<input type="checkbox"/> Texts are organized around a topic/topics to build students' ability to read and comprehend complex texts independently and proficiently.	0 _____ 5
<input type="checkbox"/> Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.	0 _____ 5
Questions	
<input type="checkbox"/> Most questions, tasks, and assignments are text dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	0 _____ 5
<input type="checkbox"/> Sequences of text-dependent questions and tasks build to a culminating task that integrates skills (may be writing, speaking, or a combination).	0 _____ 5
<input type="checkbox"/> Materials contain a coherently sequenced set of high quality text dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.	0 _____ 5
<input type="checkbox"/> Materials contain sets of coherently sequenced high quality questions and tasks that require students to analyze the language, key ideas, details, crafts, and structure of individual texts.	0 _____ 5
<input type="checkbox"/> The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).	0 _____ 5

Essentials in Curricular Materials: 6th-8th continued


Speaking & Listening (Collaboration)	
<input type="checkbox"/> Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	0 _____ 5
<input type="checkbox"/> Materials provide frequent opportunities and protocols for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax.	0 _____ 5
Writing	
<input type="checkbox"/> Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.	0 _____ 5
<input type="checkbox"/> Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	0 _____ 5
<input type="checkbox"/> Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.	0 _____ 5
<input type="checkbox"/> Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.	0 _____ 5
Language	
<input type="checkbox"/> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, year-long plan for students to interactive and build key academic vocabulary in and across texts.	0 _____ 5
Notes	
<p>What indicators are not currently present that need to be addressed?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>What is my next step?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

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Essentials in Curricular Materials: 9th – 12th

Indicators for Aligned Instructional Materials	NOTES How do current curricular materials rate? (0 = they don't; 5 = they do) <hr/> 0  5
Text Sets	
<input type="checkbox"/> Anchor texts are of publishable quality and worthy of especially careful reading.	0 _____ 5
<input type="checkbox"/> Materials reflect the distribution of text types and genres required by the standards at each grade level.	0 _____ 5
<input type="checkbox"/> Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.	0 _____ 5
<input type="checkbox"/> Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills. (Series of texts should be at a variety of complexity levels).	0 _____ 5
<input type="checkbox"/> Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.	0 _____ 5
<input type="checkbox"/> Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.	0 _____ 5
<input type="checkbox"/> Texts are organized around a topic/topics or themes to build students' knowledge and their ability to read and comprehend complex texts independently and proficiently.	0 _____ 5
<input type="checkbox"/> Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.	0 _____ 5
<input type="checkbox"/> Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.	0 _____ 5
Questions	
<input type="checkbox"/> Most questions, tasks, and assignments are text dependent and specific requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	0 _____ 5
<input type="checkbox"/> Materials contain sets of sequences of text-dependent questions with activities that build to a culminating task which integrates skills to demonstrate understanding.	0 _____ 5
<input type="checkbox"/> Materials contain a coherently sequenced set of higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.	0 _____ 5
<input type="checkbox"/> Materials contain a coherently sequenced set of text-dependent text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.	0 _____ 5
<input type="checkbox"/> The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).	0 _____ 5

Speaking & Listening (Collaboration)	
<input type="checkbox"/> Materials support students’ listening and speaking about what they are reading and researching (shared projects) with relevant follow-up questions and supports.	0 _____ 5
<input type="checkbox"/> Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourages the modeling and use of academic vocabulary and syntax.	0 _____ 5
Writing	
<input type="checkbox"/> Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.	0 _____ 5
<input type="checkbox"/> Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)	0 _____ 5
<input type="checkbox"/> Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.	0 _____ 5
<input type="checkbox"/> Materials contain a year long, cohesive plan of writing instruction and practice which supports students in building and communicating substantive understanding of topics and texts.	0 _____ 5
<input type="checkbox"/> Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.	0 _____ 5
Language	
<input type="checkbox"/> Materials include instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application in context.	0 _____ 5
<input type="checkbox"/> Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/language in context.	0 _____ 5
Notes	
<p>What indicators are not currently present that need to be addressed?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>What is my next step?</p> <p>_____</p> <p>_____</p> <p>_____</p>	

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Instructional Materials Include the Following Supports for Teachers

Ease of Use

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

Guidance for Navigating the Teacher's Edition

- Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.
- Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.
- Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

Information for Stakeholders

- Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.
- Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Ample Assessment Materials

- Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.
- Materials offer ongoing formative and summative assessments.
- Assessments clearly denote which standards are being emphasized.
- Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
- Materials should include routines and guidance that point out opportunities to monitor student progress.

Guidance for All Learners

- Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.
- Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.
- Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.
- Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- Materials provide opportunities for teachers to use a variety of grouping strategies.