

Supplemental Materials Criteria

The following Supplemental Materials Criteria¹ aim to support districts in selecting research-aligned, high-quality supplemental materials to enhance core literacy curriculum. Implementing high-quality instructional materials with fidelity is one of the key levers in moving the dial on improving literacy outcomes for students. These criteria provide specific guidelines that districts will use to evaluate the quality of supplemental instructional materials. They provide clear expectations for what constitutes effective, engaging, and research-based resources for teaching and learning. [Oregon's Early Literacy Framework](#) underscores the importance of ensuring coherence in high-quality instructional materials, strategies, language of instruction, and routines across all supports to avoid “curricular chaos” and to create a connected literacy learning experience for students.² Additionally, when every district across Oregon has high-quality materials to use for literacy instruction, students will have a more equitable and coherent educational experience.

The following criteria are intended for district and school leaders to use to evaluate all materials that are not core instructional materials to ensure that they strengthen the literacy program and support coherent learning experiences for children. Supplemental materials, such as digital resources and decodable readers, are often used to scaffold or enhance core curriculum. Intervention programs or literacy assessments are also considered as supplemental materials.³

The following document organizes criteria into three categories:

1. Required criteria that apply to all supplemental materials.
2. Criteria listed by literacy component that apply only to material based on its intended use. *Use these criteria (if relevant to the material) after using Section 1 to further evaluate whether the material strengthens your literacy program.*
3. Criteria that apply to literacy assessments.

¹ [OAR 581-017-0811](#) requires ODE to develop criteria that districts must use when purchasing supplemental materials used in classrooms to support literacy with Early Literacy Success School District Grant (ELSSDG) funds.

² In [Oregon's Early Literacy Framework](#), Section 7: Core Instruction & Assessment, covers Equitable access to core instruction necessitates that all educators understand the elements of instructional design.

³As defined in [OAR 581-017-0801](#), “Core (also known as ‘basal’) Instructional Materials” means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

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[SECTION 3: Literacy Assessments](#)

Essential criteria for evaluating early literacy assessments, including resources for creating a balanced assessment program in your district.

How to Use the Supplemental Materials Criteria

Use the steps below with your district or school leadership team.

Step 1: Use [Section 1: Required Criteria](#) to assess your district's supplemental material.

Ensure the supplemental resource meets the essential quality indicators. If your material does not meet, or partially meets the indicators, consider how you will identify and adopt materials that do meet all indicators.

Step 2: Identify the instructional purpose of the district supplemental material.

Determine what the resource is intended to support (foundational skills, vocabulary/ background knowledge/ comprehension, and/or writing).

Step 3: Evaluate the material using the corresponding literacy component criteria in [Section 2 and/or 3](#).

Once you have identified the instructional purpose, assess the material using the appropriate section(s) of the criteria to ensure alignment with research-based practices.

Example:

A district uses a core curriculum from the State Board Adopted Materials list as their core literacy curriculum but wants to supplement phonological awareness instruction with an additional resource. They also choose sets of decodable readers to enhance reading fluency work.

The district leadership team uses the Required Criteria listed below from Section 1 *and* the Foundational Skills criteria in Section 2 to ensure that the supplemental phonological awareness program and decodable readers are high quality and research-aligned.

Scoring Guide

Criteria language is written at the *Meets Expectations* level. Materials must meet the expectations of all criteria in a section in order to receive full points for that section. Use the following guide when scoring:

0 = *Does not meet*

2 = *Partially Meets*

4 = *Meets*

To earn an overall score of “*Meets*” in the Required Criteria (Section 1), a material must score full points (4) in the Science of Reading category, *and* it cannot score a 0 in any individual category within the list.

Supplemental materials must earn an overall score of “*Meets*” in the Required Criteria to be purchased with Early Literacy Success School District Grant funds.

SECTION 1: Required Criteria for all Supplemental Resources

The criteria listed below contain *research-based practices and components* that can elevate student achievement in literacy skills when implemented well with fidelity.

Supplemental Instructional Materials are additional resources used to enhance core instructional materials. Supplemental materials can be used with most students in a class to provide focused and differentiated learning opportunities. They include **materials used to scaffold core instruction** and **literacy assessments** (see Section 3: Assessments) used to measure student progress. They also include **intervention programs**, which are specifically designed for targeted, intensive instruction to address the needs of students who need additional support in a particular skill area. Oftentimes smaller group work or individualized support is needed. Intervention materials are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board. High-Dosage Tutoring curriculum may fall under this category of materials. Effective supplemental materials are aligned with the core curriculum and the science of reading and writing.

Required Criteria for all Supplemental Resources

Category	Criteria	Scoring
Based in Science of Reading and Writing	<p>Resources provide educators with guidance and materials for the teaching of phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension. This is done through explicit and systematic instruction that can be differentiated to meet the needs of individual learners through research-based, developmentally appropriate practices.</p> <p>Instruction and assessment tools do not use the “three-cueing” strategy (in which students gain meaning from print through meaning, structure and visual (MSV) cues) or approaches that rely on visual memory for word recognition.</p> <p>Preschool materials are aligned to the Oregon Early Learning & Kindergarten Guidelines.</p>	<p>0 2 4</p>
Culturally and Linguistically Responsive	<p>Students are able to see themselves positively portrayed in the materials. Students can access and experience diverse cultures, perspectives and people from all backgrounds in significant roles.</p> <p>When relevant, materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences with practical applications to students’ everyday lives.</p> <p>Materials help students make connections between English and a student’s home language(s), so students can leverage existing knowledge and skills to develop multiliteracies, and include support in students’ home languages, when possible.</p>	<p>0 2 4</p>
Instructional Design	<p>Materials are aligned with the core literacy curriculum and do not cause curricular confusion for students.</p> <p>Instructional routines and materials deliver information through multiple channels and elicit high levels of student response and engagement.</p> <p>Materials incorporate aspects of Universal Design for Learning by allowing students to learn and show what they know in a multitude of ways and have opportunities for collaborative discussion built in.</p> <p>Lessons provide guidance on how to support multilingual learners and students who experience disabilities.</p> <p>Technological learning tools, when included, are used to <i>supplement and support</i> teacher-directed instruction rather than serve as a replacement. Technology is accessible for all students to use.</p> <p>Materials selected are aligned to a student’s needs, as identified by data. Materials support teachers’ ability to differentiate content based on individual student needs.</p> <p>Program materials regularly and systematically offer assessment opportunities to measure student progress. Guidance is</p>	<p>0 2 4</p>

Category	Criteria	Scoring
Instructional Design Cont.	<p>provided on how to use assessment data to determine differentiated, flexible groups and instructional next steps towards proficiency.</p> <p>Materials include guidance on providing immediate, corrective feedback to students.</p> <p>Lessons utilize effective, research-based strategies. Content can be completed within the allotted time and pacing allows for maximum student understanding. Preschool materials contain activities and pacing that align with child development.</p>	
Explicit and Systematic	<p>A detailed, systematic scope and sequence of skills is aligned to core curriculum. Materials include daily brief lessons in one or all of the following: phonological and/or phonemic awareness, phonics, fluency, etc.</p> <p>The materials contain explicit and systematic instruction targeting a specific reading skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing).</p> <p>Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned.</p> <p>Materials do not assume that students will naturally deduce learning concepts on their own.</p>	<p>0 2 4</p>
Usability and Support	<p>Materials are easy to use and well organized for educators.</p> <p>The supplemental materials can be reasonably implemented with resources that are included or readily available in a typical school setting. Materials provide guidance about the amount of time a task might take.</p> <p>The materials provide or indicate where school districts and/or schools can access initial and ongoing professional development for teachers</p> <p>Materials include guidance for the use of embedded technology to support and enhance student learning, when relevant.</p>	<p>0 2 4</p>

Category	Criteria	Scoring
Total Available Points 20	Scoring Guide: Criteria language is written at the Meets Expectations level. Materials must meet the expectations of all criteria in a section in order to receive full points for that section. To earn an overall score of “Meets” in the Required Criteria (Section 1), a material must score full points (4) in the Science of Reading category, <i>and</i> it cannot score a 0 in any individual category within the list. Supplemental materials must earn an overall score of “Meets” in the Required Criteria in order to use Early Literacy School District Grant funds.	Meets: 16-20 Partially Meets: 10-18 Does Not Meet < 10

SECTION 2: Supplemental Materials by Literacy Component

It's important to note that supplemental materials are designed to support targeted/specific literacy skills. As such, not all criteria below apply to each material you use. In addition to Section 1, select and use the criteria relevant to your materials.

Foundational Skills: Alphabetic Knowledge, Phonological & Phonemic Awareness, Reading Fluency

#	Indicators	Scoring		
1	Materials provide systematic and explicit instruction in letter names and their corresponding sounds, printing and forming letters, as well as opportunities for students to practice. (Alphabetic Knowledge, Grade K only)	0	2	4
2	Instructional time is focused on explicit teaching and practice of high-priority skills, such as oral rhymes and alliteration, syllable, onset/rime, phonemes, segmenting, blending, and manipulating phonemes. (Phonological / Phonemic Awareness)	0	2	4
3	Materials provide the teacher with directions and examples for instruction in how to pronounce, classify, and compare consonant and vowel phonemes through phonological skills development (i.e., oral rhymes and alliteration, syllable, onset/rime, phonemes, segmenting, blending, and manipulating). Materials are aligned with the core literacy curriculum and do not cause curricular confusion for students. (Phonological / Phonemic Awareness)	0	2	4
4	Lessons and materials include blending and segmenting modeling and practice using structured, consistent phonics routines. (Phonics)	0	2	4
5	Students have frequent practice opportunities to decode and encode words that consist of sound and spelling patterns. (Phonics)	0	2	4
6	Spelling rules and generalizations are taught explicitly and practiced until automatic. (Phonics)	0	2	4
7	There are sufficient numbers of controlled decodable text that align to the phonics scope and sequence available to allow students to practice reading fluency to gain automaticity and prosody. (Fluency)	0	2	4
8	Materials include program diagnostic and progress monitoring tools that are used to determine student placement within materials and to inform instruction. Materials assess students using methods that are unbiased and accessible to all students.	0	2	4
Total	Total Available Points: 32	Meets: 25-32 Partially Meets: 17-24 Does Not Meet < 17		

Vocabulary, Background Knowledge, Comprehension

#	Indicators	Scoring		
1	Materials include instructional strategies for introducing, modeling and practicing new vocabulary in a meaning-based context. There are frequent opportunities for targeted vocabulary to be practiced in reading, speaking and/or writing. (Vocabulary)	0	2	4
2	Materials foster a vocabulary-rich environment that includes students' existing and emergent vocabularies and includes high-frequency words. (Vocabulary)	0	2	4
3	Basic morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural, -s, -ing). (Vocabulary)	0	2	4
4	Materials provide strategies to engage students in developing new knowledge about the world and making connections with their own life experiences. (Background Knowledge)	0	2	4
5	Materials include read-aloud opportunities and text reading opportunities and feature a variety of diverse, complex texts, including narrative and expository texts above grade-level to develop background knowledge and vocabulary in a variety of subject areas. (Background Knowledge)	0	2	4
6	High-utility comprehension strategies (e.g., questioning, summarizing, creating mental images, verbal reasoning, utilizing literary structures, text analysis) are modeled by the teacher and practiced by the students through interactive read aloud of high-quality literature and text. (Comprehension)	0	2	4
7	The program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students. (Comprehension)	0	2	4
Total	Total Available Points: 28	Meets: 22-28 Partially Meets: 14-22 Does Not Meet < 14		

Writing (Spelling, Writing, Composition, Grammar)⁴

#	Indicators	Scoring		
1	Materials include explicit handwriting instruction in letter formation and explicit instruction in grade-level appropriate spelling skills.	0	2	4
2	Materials include explicit instruction in grade-level appropriate grammar skills (e.g. sentence construction, basic punctuation, etc.).	0	2	4
3	Materials emphasize the teaching of writing in multiple genres, for a variety of authentic purposes and audiences beyond the classroom with guidance and support, and appropriate to grade-level expectations.	0	2	4
4	Materials include strategies for creating an engaged community of writers, so students learn to share, collaborate and offer each other effective feedback, with guidance and support, and appropriate to grade-level expectations.	0	2	4
5	Materials allow for student choice and sharing of voice, languages and identities through writing and are aimed at communicative purposes with guidance and support, and appropriate to grade-level expectations.	0	2	4
6	Materials include text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level, with guidance and support.	0	2	4
7	Materials include explicit instruction in idea generation and oral storytelling that leads to narrative and exposition composition with guidance and support, and appropriate to grade-level expectations.	0	2	4
Total	Total Available Points: 28	Meets: 22-28 Partially Meets: 14-22 Does Not Meet < 14		

⁴ These criteria exclude materials that solely focus on letter formation.

SECTION 3: Assessments

Assessment is a key part of instructional practice and an important consideration for the implementation of high-quality instructional materials. Through different types of assessment that work towards coherence, continuity, and comprehensiveness, educators can better understand and communicate the strengths, learning progress, skill acquisition and/or educational needs of students. Assessment materials and practices are not evaluated by the State Board of Education and may or may not be formally adopted by a local school board.

Assessment

#	Indicators	Scoring		
1	Clear Purpose: Assessment is aligned to the full depth, breadth and complexity of Oregon's English Language Arts (ELA) standards.	0	2	4
2	Success Criteria: Measures include rubrics and/or proficiency criteria aligned to depth, breadth and complexity of Oregon's ELA standards.	0	2	4
3	Coherence & Continuity: Variety of assessment measures work as part of a larger system, incorporating multiple measures including the formative assessment process and interim and summative assessments to provide a comprehensive view of student progress.	0	2	4
4	Culturally Responsive: Assessment materials are culturally responsive, incorporating examples, scenarios and contexts that reflect diverse experiences of students.	0	2	4
5	Integration with Instruction: Assessment is embedded in instructional materials and aligned to full depth, breadth and complexity of Oregon's ELA standards.	0	2	4
6	Fair Measures: Assessment measures minimize bias and provide meaningful, accurate data allowing for all student groups, including focal student groups, to demonstrate their knowledge.	0	2	4
7	Accessibility: Assessments are available in a variety of formats and offer accommodations such as extended time, assistive technology and alternative response formats to support all learners.	0	2	4
8	Language: Assessment measures offered in multiple languages should be culturally authentic and designed for each language, rather than direct translations, to ensure they accurately measure skills rather than language proficiency.	0	2	4

#	Indicators	Scoring
Total	Total Available Points: 32	Meets: 24-32 Partially Meets: 16-20 Does Not Meet < 16

ODE has created guidance for districts on the components of a balanced assessment system. The guidance linked below includes descriptions for different types of assessments and how they should be effectively used. Understanding how the puzzle pieces of assessment fit together is a critical step towards [assessment literacy](#).