

ENGLISH LANGUAGE ARTS

Instructional Materials Selection Guidance



Kansas leads the world in the success of each student.

February 21, 2025

Contents

Introduction	3
Phase 1: Plan	4
1.1 Determine your process.	4
1.2 Develop your lens.	5
1.3 Build skill.	6
Phase 2: Study	7
2.1 Know and narrow your choices.	7
2.2 Investigate the materials.	8
Phase 3: Act	9
3.1 Make a decision.	9
3.2 Plan for Implementation.	9
Using Third-Party Reviews	10
Considerations	11
Alignment of Criteria	13
At a Glance: Using Third-Party Reviews in the Materials Selection Process	17

INSTRUCTIONAL MATERIALS SELECTION GUIDANCE

Introduction

Selecting instructional materials is one of the most critical decisions a district will make. Finding instructional materials that are aligned to the Kansas Curricular Standards and that meet the needs of your district can be overwhelming, particularly when examining a crowded marketplace. This guide aims to help teachers and administrators feel confident that their choices will positively impact students' academic experiences and achievement. **The Kansas Department of Education (KSDE) believes that both the materials and the process used to select those materials matter.**

KSDE believes that:

- The selection and implementation of high-quality instructional materials, supported by ongoing professional learning, is a transformative school improvement measure.
- Decisions regarding curriculum and instructional materials should be made at the local level, with support and resources provided by the KSDE. These decisions should prioritize the expertise of educators while incorporating the perspectives of students, families, and the community.
- Instructional materials should be aligned to the Kansas Curricular Standards, attend to the vision for Quality Instruction, and be based on research.

KSDE recommends the selection process occur across three phases:



The guidance below is designed to assist districts with prioritizing time while maximizing choice and flexibility. While the guidelines and actions are not exhaustive, they can be customized to address local needs as your district moves through the stages of selecting, adopting, and implementing high-quality instructional materials. The actions include links to tools and resources that offer additional support to ensure the materials selection process is thoughtfully planned, transparent, and well-documented.

For content-specific guidance, see the KSDE Instructional Materials Selection Guidance for ELA, Math, Science, or Social Studies.

Phase 1: Plan



1.1 Determine your process.

Develop guidelines for the selection process and create a selection committee.

Actions:

- Develop a theory of action for the selection process; be prepared to [articulate the purpose](#)¹ and goals for the new materials.
- Define the parameters of your selection process (e.g., budget, timing, decision-making, process, policy, technology needs, class schedule restraints, etc.).
 - Determine if there are district, state, or federal policies or requirements that need to be considered in addition to [Kansas' Every Child Can Read Act](#)² (e.g., RFP procedures, procurement requirements, etc.).
 - Think ahead to materials implementation to determine professional learning needs that might influence selection. For example, consider internal capacity vs. need for professional learning from a publisher, as well as potential costs of implementation support from publishers.
 - Identify any recent materials selection for foundational skills (i.e. phonics program) and intervention (e.g. supplemental programs like Lexia). Newly adopted ELA materials should align with other literacy programs to support a coherent learning experience for all students.
- Create a [timeline](#)³ from selection to launch.
- Assemble a selection committee, ensuring that the committee includes student, teacher, leader, and family/caregiver voice.
- Determine and communicate how you will [make a final decision](#)⁴ (e.g., single-decision-maker, committee voting committee/stakeholders, or [consensus](#)⁵).

¹ Instruction Partners. (2019). *Key Messages for Maintaining High Expectations for Students*. Curriculum Support Guide. <https://curriculumsupport.instructionpartners.org/wp-content/uploads/2019/04/Key-Messages-for-Maintaining-High-Expectations-for-Students.pdf>

² Every Child Can Read Act. https://www.ksrevisor.org/statutes/chapters/ch72/072_032_0062.html

³ Instruction Partners. (2019). *Selection Timelines*. Curriculum Support Guide. <https://curriculumsupport.instructionpartners.org/wp-content/uploads/2019/02/Selection-Timelines.pdf>

⁴ EdReports.org. (2020, April 1). *Making Your Decision: A Resource to Support Your Materials Adoption Process*. EdReports. <https://edreports.org/resources/article/making-your-decision-a-resource-to-support-your-materials-adoption-process>

⁵ Cox, D. (2018, June 14). *5 Keys to Successful Consensus When Selecting New Curricula*. EdReports. <https://www.edreports.org/resources/article/5-keys-to-successful-consensus-when-selecting-new-curricula>

1.2 Develop your lens.

Establish criteria for new instructional materials, grounded in an instructional vision for the content area.

Actions:

- Refer to your district-level instructional vision for English Language Arts to guide your process. This vision describes what high-quality teaching and learning looks like in ELA, including a [structured literacy approach](#)⁶ across all grades, alignment to the Kansas Curricular Standards for ELA, and a focus on knowledge-building.
 - If your district has not developed an instructional vision for ELA, leverage the ***KSDE Vision for Quality Instruction in ELA*** and the ***KSDE Vision for Quality Instruction in Early Literacy***.
- Use a variety of data points (e.g. screener data, KAP assessment data, classroom observation data, perception data, etc.) to analyze the current state of instruction compared to the vision.
- Use your instructional vision and analysis of your district's starting point for key levers, including educator experience, support and collaboration, to determine if there are additional review criteria that should inform the selection of instructional materials.
 - Determine if learning gaps exist across student groups (students with disabilities, multilingual learners, students of color, students experiencing poverty, etc.) and decide if access to specific supports should be prioritized in new instructional materials.
 - Determine what other accommodations students may need, including language translations, physical copies of materials vs. computer-based, and assistive technology such as screen readers or Speech-to-Text (STT).

⁶ KSDE. *Structured Literacy Components Checklist*. <https://www.ksde.gov/Portals/0/CSAS/CSAS%20Home/KSDE%20structure%20Literacy%20Components%20Checklist.pdf>

1.3 Build skill.

Build the capacity of stakeholders and selection committee members so they have the expertise to engage in the selection process.

Actions:

- Provide professional learning for the selection committee to create a shared understanding of the importance of high-quality instructional materials (HQIMs), content-specific characteristics of HQIMs (the “lens”, or review criteria, determined in the previous step of this guide), and how HQIMs support the instructional vision.
- Consider how stakeholders *beyond* the selection committee will understand why new instructional materials are being selected, including the timeline from selection to launch.
 - Provide learning experiences that help stakeholders develop a shared understanding of the instructional shifts, the instructional vision, and evidence-based practices within the content area being selected.

Phase 2: Study



2.1 Know and narrow your choices.

Identify a short list of instructional materials that will be deeply evaluated for alignment to the instructional vision.

Actions:

- Review relevant state policy (if applicable) and this KSDE guidance prior to selection of new instructional materials.
- Learn about instructional materials available for the content area being selected.
 - For additional content-specific insight, contact the **KSDE Program Manager** to learn more about high-quality instructional materials for ELA.
 - Consider contacting similar sized districts to gather information about the instructional materials they are using.
- Establish a set of questions that the selection committee can use to narrow your district's initial list of materials to consider. As the first "filter", these questions should align with the parameters and instructional vision identified in Phase 1. Suggestions for ELA:
 - Writing Opportunities: Does the student workbook provide ample and meaningful opportunities for students to engage in writing throughout each lesson?
 - Multiple Perspectives in Texts: Do the materials include a diverse range of authors, voices, and perspectives? Does the selection of texts reflect and align with our district's and community?
 - Texts: Do the materials primarily utilize passages, trade books, or a combination of both? How well does this approach align with our instructional goals?
 - Resource Accessibility: What delivery formats does the publisher offer (e.g., digital platforms, hard copies)? Which option better supports our vision for effective literacy instruction and accessibility?
 - Program Comprehensiveness: Do the materials offer a complete literacy program, including foundational components such as phonics and phonemic awareness? Alternatively, does our district rely on supplemental programs for these areas, and are those approaches yielding successful outcomes?
 - Accessibility for MLL Students: Do the materials provide explicit resources to support multilingual learners with accessing grade-level content?
- Apply your district lens via the "filter" questions to decide which instructional materials (between 2-4) you will study more deeply.
 - Leverage information from independent reviews (e.g., EdReports, Louisiana Believes, CURATE, etc.) to compare materials' features, alignment, or key anecdotal insights.
 - For additional guidance on leveraging EdReports, see the resource **Using Third-Party Reviews in the Materials Selection Process for ELA** at the end of this document.

2.2 Investigate the materials.

Study the 2-4 sets of high-quality instructional materials selected.

Actions:

- Establish a [structure and process](#)⁷ that enables selection committee members to deeply study each set of materials.
 - Before your investigation of the materials, identify (1) [what you want to learn about each set of materials](#)⁸, (2) which stakeholders should provide feedback, and (3) who will be engaged in the investigation.
- Determine your approach to investigating the materials. For example, will you investigate the materials using a book study, [a field test or pilot](#)⁹, PLC or grade-level review, or through a publisher presentation? Or will you use some combination of the four?
 - Note: KSDE recommends using a combination of the approaches above. If a publisher presentation is included, it should be done *after* selection committee members have done their own independent investigation.
- Determine what kind of professional learning may be needed for the selection committee or field test/pilot teachers as they investigate the materials.
- Request samples of the materials and alignment documentation to the Kansas Curricular Standards from publishers, and set up presentations (if needed).
 - Use publisher-provided standards alignment documentation alongside third-party reviews (where available) and KSDE non-negotiables to study each set of materials. See: ***Using Third-Party Reviews in the Materials Selection Process for ELA***
 - Use time with publishers to have them answer questions from the selection committee that specifically address local priorities and context as well as any strengths and gaps identified by the selection committee.
- Use the data gathered in this step to further narrow the list of prospective instructional materials, if possible.
 - Determine if there is a need for additional feedback from the field test/pilot teachers or follow-ups with the publishers.

⁷ EdReports.org. (2020, April 1). *4 Ways to Investigate Instructional Materials Under Consideration*. EdReports. <https://www.edreports.org/resources/article/4-ways-to-investigate-instructional-materials-under-consideration>

⁸ The Reading League. (2023). *Curriculum Evaluation Guidelines*. <https://www.thereadingleague.org/curriculum-evaluation-guidelines/>

⁹ EdReports.org. (2020, April 1). *Lessons from the Field: Best Practices for Piloting Curriculum*. EdReports. <https://www.edreports.org/resources/article/lessons-from-the-field-best-practices-for-piloting-curriculum>

Phase 3: Act



3.1 Make a decision.

Make a final selection, develop a communications plan, and create a strategy for getting materials in educators' hands.

Actions:

- Review the evidence collected throughout your investigation. In this review:
 - Compare the strengths and gaps of each option,
 - Analyze the feedback from stakeholders, including the field test or pilot teachers,
 - Assess the work needed to successfully implement each option and consider the implications of that on other initiatives and staff capacity, and
 - Consider the materials-based professional learning that may be necessary to implement the new instructional materials.
- Use your decision-making process to make a final selection.
- Communicate the decision, implications, and next steps to all stakeholders.
- Plan for the procurement and distribution of materials.

3.2 Plan for Implementation.

Develop an implementation strategy that prepares and supports teachers and leaders to implement the materials.

Actions:

- Develop a materials-based professional learning strategy, starting with how teachers and leaders will “get to know” the materials through sustained professional learning that centers how teachers will learn to use the new instructional materials.
- Communicate the plans for short- and long- term professional learning that support implementation of the new instructional materials (e.g., teacher and leader professional learning, adjustments to the district's assessments or evaluation tools, classroom observation tools, or progress monitoring methods).
 - Consider how teachers new to the district and/or new to the profession will be trained on materials in subsequent years or even a few months into the first year of implementation.
- Use the **KSDE Instructional Materials Implementation Guidance** to develop and execute a thorough plan for sustained implementation.

Using Third-Party Reviews



Since 2016, the review of instructional materials by third party organizations has played an important role in improving the alignment and quality of instructional materials to college and career-ready standards. As of 2023, EdReports (<https://edreports.org/>), an independent nonprofit organization, has reviewed approximately 97% of the known comprehensive K–12 ELA and mathematics materials market and a significant proportion of the K–8 science market.¹⁰ With a focus on standards-alignment, the [instructional shifts](#)¹¹, and other important components like usability, the published reports provide information that empowers districts to identify high-quality instructional materials that prepare all students for college and career.

The review criteria for ELA developed by EdReports highlights indicators of quality, including:

- Text Quality and Complexity and Alignment to the Standards with Tasks and Questions Grounded in Evidence
- Building Knowledge with Texts, Vocabulary, and Tasks
- Usability

The Kansas Curricular Standards for English Language Arts emphasize alignment to *structured literacy* and the *science of reading*, which promote access to *complex text*, and *knowledge-building*. As such, the **EdReports Reviews and Evidence Guides provide a strong starting point for Kansas districts to use as a part of their standards-aligned instructional materials selection process**. Since EdReports is a national organization, there may be some aspects of individual state standards that may not be reflected in an EdReports review. Even so, Kansas districts can confidently utilize information from EdReports reviews as part of their selection process.

If you're interested in additional insights, several third-party organizations offer comprehensive reviews of literacy materials using criteria similar to those of EdReports, including: The Reading League (<https://www.thereadingleague.org>), Louisiana Believes, and Massachusetts CURATE.

Note that before diving deeply into third-party materials reviews, your district should have already defined and applied its instructional vision along with other contextual data to identify 2-4 materials to study in greater depth. (See the steps “Develop your lens” and “Know and narrow your choices” in the Instructional Materials Selection Guidance.)

¹⁰ EdReports.org. (2024, October 29). *State of the Instructional Materials Market 2023*. EdReports. <https://edreports.org/resources/article/state-of-the-instructional-materials-market-2023>

¹¹ Student Achievement Partners. *The Shifts*. Achieve the Core. <https://achievethecore.org/category/419/the-shifts>

Considerations

When seeking to understand the alignment of instructional materials to the Kansas Curricular Standards for English Language Arts, consider the following:

- ✓ **Request that the publisher provide alignment documentation to the Kansas Curricular Standards.** In most cases, publishers will have completed the alignment and should provide it prior to your district selecting those instructional materials.
 - Note: A lack of a documented alignment resource between a publisher's materials and the Kansas Curricular Standards, or an unwillingness to create one, could be a red flag.

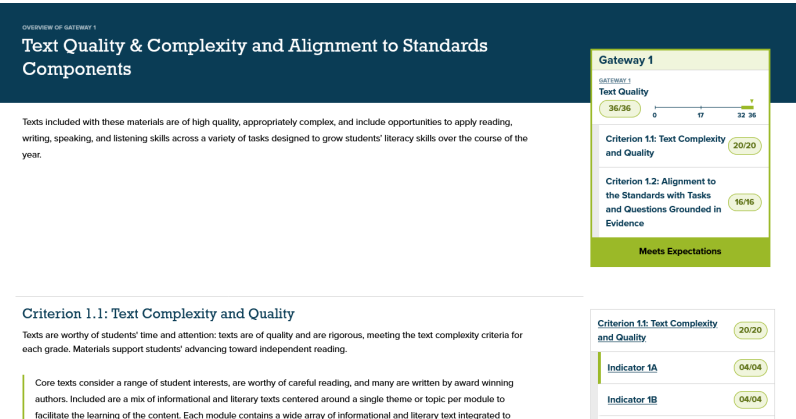
- ✓ **Use the publisher-provided alignment documentation, along with the EdReports Reviews, as information in your instructional materials selection process.**

- EdReports offers an explanation of the [review criteria ELA](#)¹² in grades K-2, 3-8, and 9-12. The criteria guide the EdReports review process, and the evidence associated with the criteria are included in the final reviews.
- For example, documentation provided by the publisher Great Minds illustrates the alignment of their curriculum Wit & Wisdom to Kansas standards: [Grade 6 | Kansas Standards for English Language Arts Correlation to Wit & Wisdom](#)¹³.

Reading: Literature
Key Ideas and Details

Kansas Standards	Aligned Components of Wit & Wisdom
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Grade 6, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 Grade 6, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29, 30, 31, 34, 35, 36 Grade 6, Module 3, Lessons 1, 1DD, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 24, 26DD, 27, 30, 31, 32, 35, 36, 37, 38 Grade 6, Module 4, Lessons 1, 8, 29, 31, 32
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Grade 6, Module 1, Lessons 11, 12, 18, 19, 20, 21, 23, 24, 27, 28, 29, 33 Grade 6, Module 2, Lessons 5, 6, 7, 9, 11, 13, 15, 17, 18, 21, 23, 25, 2, 29, 30 Grade 6, Module 3, Lessons 2, 3, 5, 9, 14DD, 18
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Grade 6, Module 1, Lessons 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 Grade 6, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 29, 30, 31, 36 Grade 6, Module 3, Lessons 3, 4, 6, 7, 8, 10, 12, 13, 14, 15

- In addition to the publisher-provided standards alignment, EdReports provides evidence of the quality of Wit & Wisdom for text quality, building knowledge, usability: [Wit & Wisdom 2018 Report for 6th Grade](#)¹⁴.



¹² EdReports.org. *About ELA Reports and Review Tools*. <https://edreports.org/process/review-tools/ela>

¹³ Great Minds. (2023 September). *Kansas Standards for English Language Arts Correlation to Wit & Wisdom*. https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/2023%20Alignment%20Studies/Wit%20Wisdom/Kansas/WW_KS_G6.pdf

¹⁴ EdReports.org. (2018). *Wit & Wisdom (2016): Report for 6th Grade*. <https://www.edreports.org/reports/detail/wit-wisdom-2016-3-8/sixth-grade>

- ✓ **Reviewing the alignment of instructional materials to Kansas Curricular Standards may not be enough.** A publisher may be able to provide documentation of the *alignment to the standards*, but EdReports highlights *differences in quality*.

- For example, although instructional materials may be aligned to standards and be rated “green” overall on EdReports, the detailed EdReports review reveals that the texts - though overall at the appropriate level - do not increase in rigor throughout the year (Criterion 1.1: Text Quality & Complexity). This signals that districts adopting those materials would need to devote time to reorganizing units to ensure texts strategically increase in complexity over time. On the other hand, if districts adopt higher-quality materials that have accounted for this already, their efforts could be devoted to instructional practices and internalization.

Indicator 1D

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.)

The instructional materials reviewed for Grade 5 partially meet the criteria for materials supporting 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.)

The lessons around the anchor texts are structured to engage students and build comprehension skills, including student demonstration of these skills. Expectations for each lesson are clearly stated and the teacher's guide is structured for scaffolded instruction that allows for teacher modeling, peer work, and release to independent demonstration of skills. The beginning of the units have students responding to Level 2 Depth of Knowledge (DOK 2) questions based on the passages. Those questions build and increase to DOK 3 questions in the middle and end of each unit. However, the organization of texts does not consistently support students' deepening comprehension of increasingly rigorous texts, and there is an overemphasis on strategy and scaffolds instead of on the texts themselves.

Criterion 1.1: Text Quality & Complexity	18/20
Indicator 1A	04/04
Indicator 1B	04/04
Indicator 1C	04/04
Indicator 1D	02/04
Indicator 1E	02/02
Indicator 1F	02/02

- Note: When considering multiple sets of instructional resources that “Meet Expectations” by EdReports (i.e. rated “green”), the detailed evidence guides can help your district determine which materials may be best for your students based on your district’s vision for mathematics instruction and Kansas Curricular Standards, and the instructional shifts.

- ✓ **Standards-aligned *materials* may not always translate to standards-aligned, grade level classroom *instruction*.** Standards alignment is a prerequisite for quality instruction; even so, additional supports are needed to ensure the materials are implemented as intended, *leading to* quality instruction.

- Use the Instructional Materials Implementation Guidance for ELA to clarify the roles and responsibilities of district leaders, school leaders, and teachers throughout the implementation process.
 - In addition to observation tools and/or protocols provided by the publisher, leverage the content-specific observation tools made available by the KSDE.

Alignment of Criteria

The table below aligns the EdReports review criteria for ELA with components of **Kansas’ Vision for Quality Instruction in English Language Arts**. The number associated with each indicator aligns with one of three gateways that make up EdReports’ evaluative process:

- Gateway 1: Text Quality (Indicators 1a-1s)
- Gateway 2: Building Knowledge (Indicators 2a-2h)
- Gateway 3: Usability (Indicators 3a-3z)
 - Note that Gateway 3: Usability is not included in the alignment table below because it focuses on teacher supports, assessments, student supports, and intentional design.

The highlighted indicators represent non-negotiables identified by KSDE. When comparing 2 or more materials that seem equally strong, prioritize a deep-dive into the non-negotiable indicators for further and more nuanced comparison.

KSDE Vision Component	EdReports Indicators (K-12 unless noted otherwise)
Foundational Skills <i>Students use language conventions and decoding skills to navigate and make meaning of grade-level texts, becoming increasingly fluent, proficient, and independent readers over time.</i>	<i>Grades K-2</i> • 1n. 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 for application both in and out of context. • 1o. 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), structures and features of text (1-2). • 1p. 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. • 1q. 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. • 1r. 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. • 1s. 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.

KSDE Vision Component	EdReports Indicators (<i>K-12 unless noted otherwise</i>)
Foundational Skills (continued)	<i>Grades 3-5</i> 1n. Materials, questions, and tasks address grade-level foundational skills by providing explicit instruction in phonics, word analysis, and word recognition that demonstrate a research-based progression. 1o. Materials include opportunities for students to practice and apply grade-level phonics, word analysis, and word recognition skills. 1p. Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in order to read with purpose and understanding. <i>Grades 6-12</i> - No indicators specific to Foundational Skills Development
Complex Texts <i>Students read a diverse range of texts that are at or above the quantitative and qualitative complexity level expected for the grade and time of year. Grade-level texts are worthy of students' time and attention and provide opportunities for students to learn how to navigate sophisticated ideas, language structures, and academic vocabulary.</i>	1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests. 1b. Materials reflect the distribution of text types and genres required by the standards at each grade level. 1c. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level. 1d. Series of texts should be at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year. 1e. Materials provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year, including accountability structures for independent reading.

KSDE Vision Component	EdReports Indicators (K-12 unless noted otherwise)
Knowledge-Building <i>Students</i> deepen and expand their knowledge across various subjects through complex texts. They not only learn to read but also read to learn, constructing meaningful knowledge and making interdisciplinary connections.	• 2a. Texts are organized around a cohesive topic(s) to build students' ability to read and comprehend complex texts independently and proficiently. • 2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening). • (K-2) 2f. Materials include a progression of research skills that guide shared research and writing projects to develop students' knowledge using multiple texts and source materials. - o (3-12) 2f. Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials. • 1m. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary in and across texts.
Close Reading <i>Students</i> engage in multiple readings of texts to deepen their understanding of important ideas. Through the close reading process, they uncover how authors manipulate language for rhetorical effect, compose arguments, and make choices that impact meaning.	• 1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text). • 2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks. • 2c. Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.

KSDE Vision Component	EdReports Indicators (K-12 unless noted otherwise)
Writing & Discourse <i>Students discuss and write about texts to solidify their comprehension of what they have read and develop analytical skills. They regularly write to sources, using text evidence to develop and defend claims in a grade-appropriate way.</i>	1g. Materials provide frequent opportunities and protocols for evidence-based discussions. (K-2) 1h. Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and support. (3-12) 1h. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence. (K-2) 1i. Materials include a mix of on-demand and process, grade-appropriate writing (e.g., grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate. (3-12) 1i. Materials include a mix of on-demand and process writing (e.g., multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate. 1j. Materials provide opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards. (K-2) 1k. Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. (3-8) 1k. Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information. (9-12) 1k. Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis. 1l. Materials include explicit instruction of the grade-level grammar and usage standards, with opportunities for application in context. 2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic(s) through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening). 2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.

KSDE Vision Component	EdReports Indicators <i>(K-12 unless noted otherwise)</i>
Aligned to Kansas Curricular Standards for ELA	2g. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments. 2h. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.

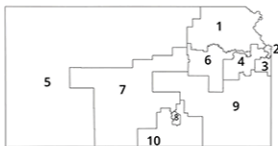
At a Glance

Using Third-Party Reviews in the Materials Selection Process

- ☐ **Develop an intentional selection process.** For additional support with planning a selection process, see the Instructional Materials Selection Guidance for ELA.
- ☐ **Request standards alignment documentation from publishers** of a short list of materials that will be deeply evaluated by the selection committee.
- ☐ **Use publisher-provided alignment documentation alongside EdReports Reviews and KSDE non-negotiables** to study each set of materials.
- ☐ **Set up time with publishers to ask questions** about any alignment gaps and request samples of materials, if needed.
- ☐ **Plan to implement selected materials** in a way that translates meaningfully into quality instruction. For additional support, see the Instructional Materials Implementation Guidance for ELA.



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.gov/board



SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



Kansas State Board of Education

BOARD MEMBERS

DISTRICT 1



Danny Zeck
Vice Chair
Danny.Zeck@ksde.gov

DISTRICT 2



Melanie Haas
Melanie.Haas@ksde.gov

DISTRICT 3



Michelle Dombrosky
Michelle.Dombrosky@ksde.gov

DISTRICT 4



Connie O'Brien
Connie.O'Brien@ksde.gov

DISTRICT 5



Cathy Hopkins
Chair
Cathy.Hopkins@ksde.gov

DISTRICT 6



Dr. Beryl A. New
Beryl.New@ksde.gov

DISTRICT 7



Dennis Hershberger
Dennis.Hershberger@ksde.gov

DISTRICT 8



Betty Arnold
Betty.Arnold@ksde.gov

DISTRICT 9



Jim Porter
Jim.Porter@ksde.gov

DISTRICT 10



Debby Potter
Debby.Potter@ksde.gov

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

COMMISSIONER OF
EDUCATION



Dr. Randy Watson
Randy.Watson@ksde.gov

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. Frank Harwood
Frank.Harwood@ksde.gov

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor
Ben.Proctor@ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

Kansas leads the world in the success of each student.

Jan. 25, 2025

For more information, contact:

Dr. Laurie J. Curtis
Early Literacy/ Dyslexia Program Manager
Career, Standards and Assessment Services
(785) 296-2749
laurie.curtis@ksde.gov



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.gov