



COLORADO
Department of Education

Preschool Through Third Grade Office
P-3 Literacy Team (READ Act)
201 East Colfax Avenue

READ Act

Request for Advisory List Submissions
Part II-Program Review
Core Instructional Programming
2019-2020

The Colorado Reading to Ensure Academic Development Act (READ Act) requires the Colorado Department of Education to create an advisory list of evidence-based or scientifically based instructional programming in reading (C.R.C., 22-7-1209). Part 2 of the process to create an advisory list of programs involves the use of rubrics to evaluate core, supplemental and intervention program materials. A separate rubric is used for each type of instructional program. These rubrics are designed for reviewing programs that teach students to read in English. If a program is teaching reading in another language, the scope and sequence for learning to read in that language must be considered.

Core Programming: A comprehensive program used to teach initial and differentiated instruction in the regular classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade level standards.

Supplemental Programming: A program selected to supplement core reading instruction when the core program doesn't provide enough instruction or practice in key areas to meet student needs.

Intervention Programming: A program designed to provide scientifically-based, high-quality instruction for students who are below proficient in reading.

The core, supplemental, and intervention programs will be reviewed in two phases. In Phase 1, expert reviewers will evaluate programs on the key elements and features of scientifically-based reading instruction, including:

- research alignment
- explicit instruction
- sequential instruction
- systematic and cumulative instruction
- coordinated components
- related elements

Programs that meet criteria in Phase 1 will move on to Phase 2. The Phase 2 review involves evaluating the extent to which programs implement effective instructional practices for teaching the essential early literacy skills:

- phonemic awareness
- vocabulary
- phonics
- oral reading fluency
- reading comprehension

In the rubrics below, the criteria for each grade are organized into sections based on the essential early literacy skills. An asterisk (*) indicates connection to the Colorado minimum competencies and (**) indicates connection to the Colorado Academic Standards.

Rating Definitions

Fully Met or Met

Items marked as Fully Met should have evidence of all components of the criteria throughout the program. Reviewers are encouraged to note evidence and feedback for the publisher.

Partially Met

Items should be marked as Partially Met when some aspect of the criteria is met but others are not, and/or the criteria is met in one part of the program but not met in others. Reviewers are encouraged to note evidence and feedback for the publisher.

Not Met

Items are marked as Not Met when no evidence of the criteria could be found in the program materials submitted by the publisher, or when there is evidence of a practice that is contrary to the criteria. Reviewers should note feedback for the publisher.

Core Program Review Rubric

Phase 1: Required Features of Scientifically-Based or Evidence Based Core Reading Programs

Section 1: Research Alignment - The program reflects current and confirmed research in reading and cognitive science.		Rating	Evidence/Feedback
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3 or 4. If Level 4, then a logic model must be submitted.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	The program provides evidence of grounding in conceptual research and theoretical models with reference to research articles and websites. If the program is constructed for learning to read in a language other than English, provide the conceptual and research foundations, as well as evidence that it is not merely a translation of an English program.	<input type="radio"/> Met <input type="radio"/> Not met	
3.	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	<input type="radio"/> Met <input type="radio"/> Not met	
4.	The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	<input type="radio"/> Met <input type="radio"/> Not met	
5.	Word recognition is explicitly taught through relating sounds to letters, and not visual memory, guessing, the shape of the word, or the use of context clues to decode words.	<input type="radio"/> Met <input type="radio"/> Not met	
Total Met Section 1: ____ out of 5			

Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.		Rating	Evidence/Feedback
1.	Lessons include instructional routines and/or scripts that note what the teacher should say, include a step-by-step sequence, include procedures, and consistent academic language and vocabulary that relates back to grade level outcomes and standards.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.	<input type="radio"/> Met <input type="radio"/> Not met	
3.	There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	<input type="radio"/> Met <input type="radio"/> Not met	

Total Met Section 2: ____ out of 3		

Section 3: Sequential Instruction - There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when skills are taught (by week, month, unit).		Rating	Evidence/Feedback
1.	The scope and sequence for a skill within a grade shows a clear progression from easier to harder, and is appropriate for the grade for which the program is designed.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	Advanced skills are not introduced before students have been taught pre-requisite skills.	<input type="radio"/> Met <input type="radio"/> Not met	
3.	The scope and sequence at each grade level articulates when skills are taught across grades.	<input type="radio"/> Met <input type="radio"/> Not met	
Total Met Section 3: ____ out of 3			

Section 4: Systematic & Cumulative Instruction – The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.		Rating	Evidence/Feedback
1.	A clear and consistent lesson format is present in program lessons for each of the five foundational skill areas at each grade.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	There is a daily schedule of lessons noting suggestions for the length of lessons and units. There is a daily schedule of lessons noting suggestions for the length of time dedicated to each of the foundational skill areas that is consistent across lessons and units.	<input type="radio"/> Met <input type="radio"/> Not met	
3.	Time is spent in whole group and small group formats, with the majority of instruction delivered in small, flexible, skill-based groups.	<input type="radio"/> Met <input type="radio"/> Not met	
4.	Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.	<input type="radio"/> Met <input type="radio"/> Not met	

5.	Lessons include instructional routines, noting what the teacher should say, which includes a step-by-step sequence, procedures, and consistent language across lessons and grades.	<input type="radio"/> Met <input type="radio"/> Not met	
6.	The teacher manual(s) include directions for how to implement lessons (e.g., materials, target skill, script or wording for how to teach, examples to use, specific content such as word lists or book list).	<input type="radio"/> Met <input type="radio"/> Not met	
7.	High-priority skills are cumulatively reviewed.	<input type="radio"/> Met <input type="radio"/> Not met	
Total Met Section 4: ____ out of 7			

Section 5: Coordinated Components - Elements of the program are clearly linked.		Rating	Evidence/Feedback
1.	The same routines, terminology, and procedures are used across skill areas and over time.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (e.g., phonemic awareness and phonics, phonemic awareness and oral language).	<input type="radio"/> Met <input type="radio"/> Not met	
3.	Lessons and materials are available for differentiating instruction for students who are struggling or need enrichment, in the core program and in supplemental programs.	<input type="radio"/> Met <input type="radio"/> Not met	
4.	Differentiation and support are provided for supporting English Learners, students who are struggling, and those who need acceleration. Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g. alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.)	<input type="radio"/> Met <input type="radio"/> Not met	
Total Met Section 5: ____ out of 4			

Section 6: Related Elements – The program contains features that are optimal for delivering effective instruction.		Rating	Evidence/Feedback
1.	Assessment <ul style="list-style-type: none"> • Formative (e.g., progress monitoring) • Summative (e.g., unit tests) • Framework for data-based decision making 	<input type="radio"/> Met <input type="radio"/> Not met	
2.	Environment <ul style="list-style-type: none"> • Classroom management to support small group instruction • Motivation for students (e.g., built-in choice, charts/graphs of progress, immediate feedback on progress) 	<input type="radio"/> Met <input type="radio"/> Not met	
3.	Professional Development <ul style="list-style-type: none"> • Professional development and coaching are available to support implementing the program with fidelity. 	<input type="radio"/> Met <input type="radio"/> Not met	
4.	Explicit links to state standards and grade level expectations.	<input type="radio"/> Met <input type="radio"/> Not met	
Total Met Section 6: ____ out of 4			

Rating Summary

Total Points	Criteria	Decision
____ out of 25 points	20-25 points = program moves to Phase 2 0-24 points = program doesn't move to Phase 2	

Core Program Review Rubric

Phase 2: Required Instructional Practices for Teaching Essential Early Literacy Skills

Kindergarten

Section 1: Phonological and Phonemic Awareness				
In the core instructional program...		Rating	Evidence/Feedback	Score
*1.	a detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes), culminating in advanced skills such as addition, deletion and substitution of phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*3.	Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*4.	students analyze spoken words at the phoneme level, including segmenting individual phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	movement and/or manipulatives are used to make sounds in words concrete	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

*8.	students are taught to blend and segment phonemes in three-, four- and five-phoneme words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	students are taught to pull apart the two phonemes in consonant blends when segmenting	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	the activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary				___ out of 12

Section 2: Phonics and Word Study				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, and eventually simple sentence level <input type="radio"/> word dictation, <input type="radio"/> transfer to simple decodable text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

3.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**5.	letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	the letter that represents the sound is explicitly modeled with multiple unambiguous examples before students practice and apply	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	letter-sound combinations are learned to automaticity through frequent and cumulative review	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	a few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	there is an explicit strategy for blending letter sounds into words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**12.	there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**13.	students are taught and practice how to build regular words for which they know all letter sounds	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

14.	students practice to automaticity in word lists, phrases and controlled decodable texts that provide enough exposures to the learned words that they become sight words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
15.	regular word types are introduced first (e.g., VC, CVC, CV)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
16.	irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
17.	irregular, high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
18.	the number of irregular words introduced in a lesson is minimized	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
19.	words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
20.	there is cumulative review of known letter-sound combinations and words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
21.	there are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
22.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
23.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 23	

Section 3: Vocabulary

In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there is a detailed scope and sequence of vocabulary skills that progresses from simple letter-sounds to more complex patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	words that have been taught are repeated multiple times in a variety of contexts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**5.	new words are integrated into sentences and students are prompted to use them in sentences across multiple domains	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	there is cumulative review and practice of previously learned words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	students are exposed to a wide range of words through teachers reading aloud from a wide range of stories and informational text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

11.	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 11	

Section 4: Listening Comprehension				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	students are explicitly taught to do an oral retelling of events or stories that were read to them	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	story structure (e.g., beginning, middle, end) is modeled with multiple unambiguous examples	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	high-utility (e.g., words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction) words are pre-selected and taught before, during and after reading aloud	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	the materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	the text selections include model questions to ask while reading aloud	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	differentiation of listening comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary				

First Grade

Section 1: Phonological and Phonemic Awareness				
In the core instructional program...		Rating	Evidence/Feedback	Score
*1.	there is a detailed scope and sequence of phonological and phonemic awareness skills that progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*3.	strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*4.	students analyze spoken words at the phoneme level, including segmenting individual phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	the order of attention to phonemes in three-sound words is first, last, middle sound	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*6.	instructional time is focused on high priority skills such as isolating beginning sound, blending, segmenting and manipulating phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	students are taught to blend and segment sounds in three-, four-, and five-phoneme words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*8.	students are taught to pull apart the two phonemes in consonant blends when segmenting	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

10.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 11	

Section 2: Phonics and Word Study				
In the core instructional program...		Rating	Evidence/Feedback	Score
**1.	there is a detailed scope and sequence of phonics patterns that progresses from simple word types, lengths, and complexities to more complex words and syllable types	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, sentence and passage level, <input type="radio"/> sentence dictation, <input type="radio"/> transfer to grade-level text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	there is an explicit strategy for blending letter sounds into words that is taught with multiple unambiguous examples	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

**6.	there are multiple opportunities to blend and read words, and to use letter-sound correspondence to write words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	students are taught and practice how to build regular words for which they know all letter sounds	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	students practice to automaticity in word lists, phrases and controlled decodable text that provide enough exposures for the words to become sight words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	regular word types are introduced first (e.g., VC, CVC, CV)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	irregular, high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	irregularities are pointed out in high frequency words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	the number of irregular words introduced in a lesson is minimized	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
14.	there is cumulative review of known letter-sound combinations and words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
15.	there are repeated opportunities to read words in context of the controlled decodable text that contain the phonic elements and irregular words students have learned previously	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
16.	instruction in patterns and word families is done after letter-sound correspondences in the unit	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
17.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

18.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 18	

Section 3: Vocabulary				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	words that have been taught are repeated multiple times in a variety of contexts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**4.	new words are integrated into sentences and students are prompted to use them in sentences	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	there is cumulative review and practice of previously learned words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

8.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 10	

Section 4: Text Reading and Fluency				
In the core instructional program...		Rating	Evidence/Feedback	Score
*1.	sentence and passage reading are introduced after students can accurately and automatically read a sufficient number of VC and CVC words along with a few high-utility irregular words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the texts students are asked to read independently are controlled to include only the letter-sounds, phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	there are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

6.	differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 6	

Section 5: Reading Comprehension				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	a clear scope and sequence guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately read <ol style="list-style-type: none"> a. one-syllable words in isolation that contain short vowels, digraphs and blends, silent e, r-controlled vowels b. two-syllable words with short vowels, silent e, schwa c. 50 high-utility words with spelling patterns that haven't been taught (e.g., go, he, said, are, to, was, you, they, there, from) 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	comprehension strategies are taught with multiple carefully designed unambiguous examples and text selection	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	comprehension strategies are practiced and cumulatively reviewed over time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	students hear teachers modeling and thinking aloud to identify components of story structure, using story structure as a tool for prompting information to compare and contrast,	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

	organize information, and group related ideas to maintain a consistent focus			
**7.	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	previously taught content, skills, and strategies are connected with new content and texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	text used for initial instruction in reading comprehension uses: <ul style="list-style-type: none"> • familiar vocabulary, • only words students can read accurately and have been learned previously, • previously learned content knowledge, • simple sentences, • short passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	text used for reading comprehension instruction has an explicit structure (obvious beginning, middle and end)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 10	

Grade 2

Section 1: Phonics and Word Study				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	a detailed scope and sequence of phonics patterns moves from simple word types, lengths, and complexities to more complex words, syllable types, and multi-syllable words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	phonics lessons include step by step routines to teach new advanced phonics patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	the phonics lesson format includes <ul style="list-style-type: none"> ○ brief cumulative review of previously taught skills, ○ a phonological warm up, ○ phoneme-grapheme matching, ○ word reading accuracy, ○ fluency building at the word, phrase, sentence and passage level, ○ sentence dictation, ○ transfer to text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*6.	multi-syllable words are explicitly taught using prefixes, suffixes, syllable types and known word parts to aid in word recognition	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

8.	high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	text for independent reading doesn't contain words that have phonics patterns that haven't been taught in prior phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	the number of irregular words introduced in a lesson is minimized	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	instruction of similar, easily-confused letter patterns are separated in time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	there are multiple opportunities to read the previously learned regular and irregular words in the context of controlled decodable text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
14.	instruction in irregular, high-utility words focuses on predictable letter-sound combinations and irregularities	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
15.	regular and irregular words are cumulatively reviewed	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*16.	spelling is integrated with the phonics instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
17.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
18.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 17	

Section 2: Vocabulary

In the core instructional program...		Rating	Evidence/Feedback	Score
1.	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	words that have been taught are repeated multiple times in a variety of contexts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**4.	new words are integrated into sentences and students are prompted to use them in sentences	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	there is cumulative review and practice of previously learned words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*9.	students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**10.	students are taught simple multiple meaning words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

11.	students are asked to demonstrate understanding word meaning by using words in oral and written sentences	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			____ out of 13	

Section 3: Text Reading and Fluency				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	there are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary				

Section 4: Reading Comprehension

In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there is a clear scope and sequence that guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	modeling and thinking aloud are used to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	text used for initial instruction in reading comprehension uses: <ul style="list-style-type: none"> • familiar vocabulary, • only words students can read accurately and have been learned previously, • previously learned content knowledge, • simple sentences, • short passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**5.	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	previously taught content, skills, and strategies are connected with new content and texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

8.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	a coherent sequence of questions and tasks supports students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	reading comprehension is practiced with cumulative review over the course of the year	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 11	

Grade 3

Section 1: Phonics and Word Study				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there is a detailed scope and sequence of phonics patterns that progresses from simple word types, lengths, and complexities to more complex words, syllable types, and multi-syllable words (orthographically larger and more complex units)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	phonics lessons include step by step routines to teach new advanced phonics patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, sentence and passage level, <input type="radio"/> sentence dictation, <input type="radio"/> transfer to text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	students practice to automaticity the full continuum of the phonological and phonemic awareness skills from early (rhyming and onset-rime) to basic (segmenting and blending) to advanced (sound manipulation and deletion) that were previously learned in kindergarten and first grade	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
*6.	multi-syllable words are explicitly taught using root words, prefixes, suffixes, syllable types and known word parts to aid in word recognition	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words	<input type="radio"/> Fully met <input type="radio"/> Partially met		

		<input type="radio"/> Not met		
8.	high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	phonics patterns and high-utility words are taught and learned in isolation before being introduced in text that students read independently	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10.	text for independent reading doesn't contain words that have phonics patterns that haven't been taught in prior phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	the number of irregular words introduced in a lesson is minimized	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	instruction of similar, easily-confused letter patterns are separated in time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	there are multiple opportunities to read the previously learned regular and irregular words in the context of controlled decodable text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
14.	instruction in irregular, high-utility words focuses on predictable letter-sound combinations and irregularities	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
15.	regular and irregular words are cumulatively reviewed	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
16.	spelling is integrated with the phonics instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
17.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
18.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 18	

Section 2: Vocabulary				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	words selected for instruction are rich, high-utility words that will appear in conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	new words are explicitly modeled using student-friendly definitions, multiple unambiguous examples and non-examples, and students are given opportunity to practice using the words with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	words that have been taught are repeated multiple times in a variety of contexts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	new words are integrated into sentences and students are prompted to use them in sentences	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	there is cumulative review and practice of previously learned words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
7.	students are exposed o a wide range of words through reading aloud from a wide range of stories and informational text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	students are taught to predict meaning using antonyms and synonyms, individual words in compound words, and prefixes and suffixes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**10.	students are taught multiple meaning words	<input type="radio"/> Fully met <input type="radio"/> Partially met		

		<input type="radio"/> Not met <input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	students are asked to demonstrate understanding word meaning by using words in oral and written sentences	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
**12.	students are taught to use grade-appropriate dictionaries	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
14.	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 14	

Section 3: Text Reading and Fluency				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

	background knowledge, and exposing students to text more complex than students could read on their own.			
6.	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 6	

Section 4: Reading Comprehension				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	there is a clear scope and sequence that guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
2.	the specific content knowledge students will learn throughout the year is clearly stated, mapped out across the year, and prepares students for later grades	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	reading comprehension is practiced with cumulative review over the course of the year	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	the background knowledge necessary to understand text, that will be read to or by students, is explicitly taught or activated	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	modeling and thinking aloud are used to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
6.	text used for reading comprehension instruction uses: <ul style="list-style-type: none"> • familiar vocabulary • only words students can read accurately • previously learned content knowledge • more complex sentence structure • longer passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		

**7.	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
8.	previously taught content, skills and strategies are connected with new content and text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
9.	topics from science, social studies, math and the arts are integrated into the content studied through text read aloud by the teacher and independent reading	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
10	lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
11.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
12.	a coherent sequence of questions and tasks support students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
13.	complex topics are introduced in a carefully planned sequence including teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
14.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 14	

Section 5: Usability				
In the core instructional program...		Rating	Evidence/Feedback	Score
1.	materials are well organized and easy to locate	<input type="radio"/> Fully met		

		<input type="radio"/> Partially met <input type="radio"/> Not met		
2.	teacher editions are concise and easy to manage with clear connections between teacher resources	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
3.	the reading selections are centrally located within the materials and the center of the focus	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
4.	the content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
5.	the materials provide guidance about the amount of time a task might reasonably take	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met		
Score Summary			_____ out of 5	

Core Program Ratings Summary

For a grade level to be rated as Meets Expectations, all but one section must be rated as Meets Expectations. That single section must receive the rating Meets or Partially Meets.

If more than one section is rated as partially meets, the grade level must be rated as Partially Meets Expectations.

If any one section is rated as Doesn't Meet Expectations, the grade level must be rated as Doesn't Meet Expectations. All sections have to be rated as Partially Meets or Meets for the grade level rating to be Meets Expectations.

Kindergarten			
Section	Point Total	Criteria	Decision
1: Phonological and Phonemic Awareness	____ out of 12 points	10 - 12 points = meets expectations 6 - 9 points = partially meets expectations 0 - 5 points = doesn't meet expectations	
2: Phonics and Word Study	____ out of 23 points	18 - 23 points = meets expectations 11 - 17 points = meets expectations 0 - 10 points = doesn't meet expectations	
3: Vocabulary	____ out of 11 points	9 - 11 points = meets expectations 6 - 8 points = partially meets expectations 0 - 5 points = doesn't meet expectations	
4: Listening Comprehension	____ out of 7 points	5 - 7 points = meets expectations 3 - 5 points = partially meets expectations 0 - 3 points = doesn't meet expectations	
Grade Level Rating			
Reviewer Comments			

First Grade

Section	Point Total	Criteria	Decision
1: Phonological and Phonemic Awareness	_____ out of 11 points	8 - 11 points = meets expectations 6 - 7 points = partially meets expectations 0 - 5 points = doesn't meet expectations	
2: Phonics and Word Study	_____ out of 18 points	15 - 18 points = meets expectations 9 - 11 points = meets expectations 0 - 8 points = doesn't meet expectations	
3: Vocabulary	_____ out of 10 points	8 - 10 points = meets expectations 5 - 7 points = partially meets expectations 0 - 4 points = doesn't meet expectations	
4: Text Reading and Fluency	_____ out of 6 points	5 - 6 points = meets expectations 3 - 4 points = partially meets expectations 0 - 2 points = doesn't meet expectations	
5: Reading Comprehension	_____ out of 11 points	9 - 11 points = meets expectations 5 - 8 points = partially meets expectations 0 - 4 points = doesn't meet expectations	
Grade Level Rating			
Reviewer Comments			

Second Grade			
Section	Point Total	Criteria	Decision
1: Phonics and Word Study	_____ out of 18 points	15 - 18 points = meets expectations 9 - 14 points = meets expectations 0 - 8 points = doesn't meet expectations	
2: Vocabulary	_____ out of 13 points	11 - 13 points = meets expectations 7 - 10 points = partially meets expectations 0 - 6 points = doesn't meet expectations	
3: Text Reading and Fluency	_____ out of 6 points	5 - 6 points = meets expectations 3 - 4 points = partially meets expectations 0 - 2 points = doesn't meet expectations	
4: Reading Comprehension	_____ out of 11 points	9 - 11 points = meets expectations 6 - 8 points = partially meets expectations 0 - 5 points = doesn't meet expectations	
Grade Level Rating			
Reviewer Comments			

Third Grade			
Section	Point Total	Criteria	Decision
1: Phonics and Word Study	_____ out of 18 points	14 - 18 points = meets expectations 9 - 13 points = meets expectations 0 - 8 points = doesn't meet expectations	
2: Vocabulary	_____ out of 14 points	11 - 14 points = meets expectations 7 - 10 points = partially meets expectations 0 - 9 points = doesn't meet expectations	

3 :Text Reading and Fluency	_____ out of 6 points	5 - 6 points = meets expectations 3 - 4 points = partially meets expectations 0 - 2 points = doesn't meet expectations	
4: Reading Comprehension	_____ out of 14 points	11 - 14 points = meets expectations 7 - 10 points = meets expectations 0 - 6 points = doesn't meet expectations	
Grade Level Rating			
Reviewer Comments			

Usability			
Section	Point Total	Criteria	Decision
Usability	_____ out of 5 points	4 - 5 points = meets expectations 3 points = partially meets expectations 0 - 2 points = doesn't meet expectations	
Grade Level Rating			
Reviewer Comments			

Final Summary

Program Name	
Review Team	
Grade	Decision
K	
1	
2	
3	
Usability	
Overall	