**Curriculum Dive**

|  |  |
| --- | --- |
| Indicators | Notes |
| ***INTRODUCTION TO THE SOR**** Does the curriculum approach reading from the Simple View (Reading comprehension is the result of Word Recognition and Language Comprehension)?
* Are all five components of reading addressed, including the development of oral language and writing skills?
* Does the curriculum provide a clear and systematic scope and sequence that moves from simple to more complex skills?
* Are lessons in the curriculum explicit, following a Gradual Release of Responsibility model (I do, We do, You do)?
 |  |
| ***PHONOLOGICAL and PHONEMIC AWARENESS**** Does the curriculum include phonological and phonemic awareness practice that follows a scope and sequence from early, to basic, to advanced?
	+ If the core program is missing this, does your school supplement?
* Is phonemic awareness instruction direct, explicit, and systematic?
* Are phonemic awareness activities to the advanced level incorporated, particularly for students who struggle with reading beyond first grade?
* Does the curriculum provide enough background knowledge for teachers in the area of phonological and phonemic awareness to maximize effective instruction?
* Are assessments available that help to determine if students have mastered phonemic awareness skills? Do they give you enough information to determine appropriate next steps in skill instruction?
 |  |
|  | Notes |
| ***PHONICS****Scope and Sequence** Is the scope and sequence in the curriculum similar to the suggested scope and sequence in *Building a Strong Foundation: Developing Early Literacy Skills*, Does instruction progress from simple to complex phonics skills?
* If there are significant differences, what are they? What is missing?
* If you do not have an explicit scope and sequence for phonics instruction, how might that impact planning and instruction?

***Phonics Instruction**** Do the lessons generally follow the guidelines for effective phonics instruction as noted in *Building a Strong Foundation: Developing Early Literacy Skills*,?
* Is the instruction explicit and systematic?
* Does the phonics component of your curriculum incorporate each component of the phonics routine and follow the guidelines for effective instruction?
* Does it also include a phonemic awareness warm up that targets the phoneme that will be matched to its representative grapheme?

 If not, what is missing? * Does the curriculum provide enough guidance/ key information to guide the teacher through each component?
* Does the format of the phonics lesson support the development of orthographic mapping?
* Is spelling instruction connected to phonics instruction?
* Are irregular high-frequency words taught by pointing out both regular and irregular sounds?

***Texts for Phonics Instruction**** Are there texts that support decoding in context for the focus skill?
* How are texts selected for young readers, and how do you know what skills students will need to accurately decode the text they are given?
 |  |
|  | *Notes* |
| ***Advanced Word Study (if applicable)**** Are concepts about syllable types and/or syllable division rules addressed in your curriculum?
	+ If so, are they placed appropriately for instruction?
	+ If not, how are advanced phonics concepts addressed?
* Are spelling rules explicitly taught and appropriately placed?
* Are prefixes, suffixes taught explicitly, appropriate to grade level?
* Is instruction explicit and systematic?
* Does the curriculum include a developmental spelling test or spelling inventory, including analysis to support instructional decision making?
 |  |
| ***FLUENCY**** Does the curriculum provide fluency instruction appropriate for the grade level?
* Does the curriculum provide guidance to teachers on fluency instruction?
* Are the opportunities to practice fluency at the grapheme or word part level, word level, phrase level and connected text level?
* Is reading accuracy emphasized?
* Is fluency practiced in a variety of texts?
* Is Oral Reading Fluency measured using a normed assessment?
 |  |
|  | Notes |
| ***VOCABULARY**** Does the curriculum provide explicit instruction in vocabulary as well as indirect instruction?
* Are words central to the text lifted for instruction?
* Are words taught in meaningful contexts (rather than in isolation)?
* Do students have the opportunity to hear, say, and see vocabulary words with multiple exposures?
* Is vocabulary learning interactive?
* Are opportunities provided to learn all parts of a word, including multiple opportunities to practice using the word in context?
* Are user-friendly definitions provided?
* Are the words highlighted for in-depth teaching appropriate?
* Do activities promote connections to background knowledge and related words?
* Are opportunities provided to use word learning strategies (“inside and outside”the word)?
 |  |
|  | Notes |
| ***SENTENCE STRUCTURE**** Does the curriculum provide instruction on syntax and sentence structure?
* Is a scope and sequence provided for explicit instruction in grammar, sentence structure (syntax), and conventions of print?
* Are troublesome sentences highlighted and explicitly taught?
* Are there opportunities for students to practice manipulating parts of and expanding upon sentences?
 |  |
| ***TEXT STRUCTURE**** Does the curriculum provide instruction on text structure for narrative and informational text?
* Are the differences between narrative and informational texts covered?
* Does the curriculum provide explicit instruction in text features?
* Are patterns of organization addressed in the curriculum?
* Does the curriculum provide graphic organizers to support students with text structures?
 |  |
| ***COMPREHENSION STRATEGIES**** Does the curriculum provide rich read-aloud experiences to build comprehension before students can read independently?
* Are the comprehension strategies supported by research taught directly using the Gradual Release of Responsibility(GRR) model?
* Is comprehension instruction provided using appropriately complex literary and informational text (versus primarily leveled or predictable texts)?
* Is inferencing taught directly and explicitly using information from the text?
* Are metacognitive strategies explicitly modeled following the GRR model?
 |  |
|  | Notes |
| ***Comprehension strategies (continued)**** Does the curriculum provide instruction that supports high quality retell and summarizing skills at age appropriate levels?
* Does the curriculum include comprehension questions that address various levels of complexity and are text dependent?
* Does the curriculum provide consistent routines and structures for supporting comprehension?
* Does the curriculum provide guidance for supporting students who struggle with text comprehension?
 |  |

**Curriculum Dive Summary**

Review your guiding questions and notes. After reflecting on each area of reading instruction, how well do you feel your current curriculum and resources align to evidence-based instruction in teaching reading?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Solidly aligned*** | ***Adequate*** | ***Supplements needed*** | ***Inadequate/not aligned*** |
| ***Phonological Awareness*** |  |  |  |  |
| ***Phonics*** |  |  |  |  |
| ***Advanced Phonics (if applicable)*** |  |  |  |  |
| ***Fluency*** |  |  |  |  |
| ***Vocabulary*** |  |  |  |  |
| ***Sentence Structure*** |  |  |  |  |
| ***Text Structure*** |  |  |  |  |
| ***Comprehension Strategies*** |  |  |  |  |

|  |  |
| --- | --- |
| *Curriculum Strengths:* | *Curriculum weaknesses/areas needing support:* |
| *Reflection:* | *Next Steps:* |