



COLORADO
Department of Education

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

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READ Act

Request for Advisory List Submissions
Part II-Program Review
Intervention 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 intervention, 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 intervention reading instruction when the intervention 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 in the skills areas for which they are designed, 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 in the grade levels for which they are designed.

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

An asterisk (*) indicates connection to the Colorado minimum competencies and (**) indicates connection to the Colorado Academic Standards.

Intervention Program Review Rubric

Phase 1: Required Features of Scientifically-Based or Evidence Based Intervention 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.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	The program provides evidence of being grounded 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"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	There is an obvious emphasis on teaching and learning the essential early literacy skill(s) targeted by the program.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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.	<input type="radio"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
Section 3: Sequential Instruction - There is a detailed scope and sequence including 1) a list of specific skills taught, 2) a sequence for teaching the skills over the course of the year, and 3) a timeline showing when skills are taught (by week, month, unit).		Rating	Evidence/Feedback
1.	The scope and sequence for a skill shows a clear progression from easier to harder.	<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	
2.	Advanced skills are not introduced before students have been taught pre-requisite skills.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	The scope and sequence articulates when skills are taught across a continuum.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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 evident.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	There is a daily schedule of lessons noting suggestions for the length of lessons and units.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	Lessons are primarily delivered in small group.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	Independent or group practice occurs after teacher-led instruction on the skill.	<input type="radio"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	High-priority skills are cumulatively reviewed.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 5: Coordinated Components - Elements of the program are clearly linked.		Rating	Evidence/Feedback
1.	The same routines, terminology, and procedures are used across lessons within the program.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	There is a clear link between foundational skills and higher order skills.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	Differentiation 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	

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"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially 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"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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Intensifying Instruction

The following table is intended to illustrate the varying degree of instructional intensity needed when transitioning instruction from a core reading program to an intervention reading program. Although intervention instruction should be focused on the same essential skills, using the same instructional approaches as core and supplemental instruction, it should include instructional design features such as breaking skills into smaller steps, more opportunities to respond, more explicit models, individualization, more concrete examples, immediate corrective feedback, teaching to mastery, and more frequent progress monitoring. For each of the essential early literacy skills, a single item has been identified for illustration purposes only. The table has been adapted from *Planning Standards-Aligned Instruction Within a Multi-Tiered System of Supports* by the National Center on Intensive Intervention. This table is intended to serve as an example only.

Section 1: Phonological and Phonemic Awareness

Rubric Item	Intervention Instruction
Students are taught to analyze spoken words at the phoneme level.	<ul style="list-style-type: none"> • Monitor student progress frequently and analyze data to detect specific skill deficits. • Provide explicit instruction in small steps with emphasis on phonological awareness tasks critical for segmentation. • Use multiple, varied opportunities for learning and practice with explicit corrective feedback. • Include behavior strategies to support individual needs. • Increase opportunities for students to respond with feedback. • Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed.

Section 2: Phonics and Word Study

Rubric Item	Intervention Instruction
Regular word types are introduced first (e.g., VC, CVC, CV).	<ul style="list-style-type: none"> • Monitor student progress frequently and analyze data to detect specific skill deficits. • Provide explicit instruction small steps focusing on decoding one type of word pattern (e.g., VC, CVC) at a time beginning with the least difficult first. • Focus on phonological awareness tasks that are essential for decoding (e.g., sound segmentation, identifying rhyming words). • Teach to mastery before moving on to the next lesson or skill.

	<ul style="list-style-type: none"> • Use multiple, varied opportunities for learning and practice with explicit corrective feedback. • Include behavior strategies to support individual needs. • Collect progress monitoring data and skill retention weekly, at a level that is sensitive to data change, and adjust instruction as needed.
Section 3: Vocabulary	
Rubric Item	Intervention Instruction
New words are introduced with a student-friendly definition.	<ul style="list-style-type: none"> • Monitor student progress frequently and analyze data to detect specific skill deficits. • Increase exposure to general academic words when possible. • Use concrete, student-friendly definitions for pre-teaching. • Use multiple, varied opportunities for small group and individual learning and practice. • Incorporate behavior strategies targeted to individual needs. • Teach to mastery, check for instructional levels and retention before moving on to the next lesson or skill. • Collect progress monitoring data weekly at a level that is sensitive to change, and adjust instruction as needed.
Section 4: Text Reading and Fluency	
Rubric Item	Intervention Instruction
Oral reading fluency is built through accurate reading of connected text.	<ul style="list-style-type: none"> • Monitor student progress frequently and analyze data to detect specific skill deficits. • Promote independent repeated reading practice with student-level texts. • Focus on critical tasks for fluency including word recognition, phoneme segmentation, and self-correction strategies. • Use multiple, varied opportunities for learning and practice with partner reading, choral reading, and Cloze activities using student-level texts. • Continue to provide exposure to grade-level text when appropriate. • Collect progress monitoring data weekly, at a level that is sensitive to student-level growth relative to previous performance, and adjust instruction as needed.
Section 5: Listening and Reading Comprehension	
Rubric Item	Intervention Instruction

Vocabulary and prior knowledge are used to teach comprehension of simple sentences and short passages.

- Monitor student progress frequently and analyze data to detect specific skill deficits.
- Provide access to text at the students' level.
- Pre-teach content and necessary background knowledge needed for comprehension at the paragraph or sentence level when needed.
- Review explicitly subject-specific and high-utility vocabulary words.
- Use multiple, varied opportunities to focus on concrete concepts for small group and individual learning and practice.
- Incorporate behavior strategies targeted to individual needs.
- Collect progress monitoring data weekly, at a level that is sensitive to change, and adjust instruction as needed.

Intervention Program Review Rubric

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

Section 1: Phonological and Phonemic Awareness							
In the intervention instructional program...		K	1	2	3	Rating	Evidence/Feedback
*1.	phonological and phonemic awareness skills progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	new skills are explicitly modeled using multiple 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	x	x			<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)	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*4.	segmenting at the level of individual phonemes is an instructional focus in second half of Kindergarten	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*5.	students analyze spoken words at the phoneme level	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	movement and/or manipulatives are used to make sounds in words concrete	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8.	instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*9.	students are taught to blend and segment phonemes in three-, four- and five-phoneme words	x	x			<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	
10.	students are taught to pull apart the two phonemes in consonant blends when segmenting	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
11.	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 2: Phonics and Word Study							
In the intervention instructional program...		K	1	2	3	Rating	Evidence/Feedback
1.	letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t)	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
**2.	letter-sound instruction integrates the letter name, sound, and how to write the symbol	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	the letter that represents the sound is explicitly modeled before students practice and apply	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	letter-sound combinations are learned to automaticity through frequent and cumulative review	x				<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	x	x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	a few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words	x				<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	phonics skills progress systematically from simple word types, lengths, and complexities, to more complex words, syllable types, and multi-syllable words (orthographically larger and more complex units)		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

8.	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					<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
9.	phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes		x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
10.	there is an explicit strategy for blending letter sounds into words	x	x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
**11.	there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words	x	x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
**12.	students are taught and practice how to build regular words for which they know all letter sounds	x	x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
13.	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	x	x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
14.	regular word types are introduced first (e.g., VC, CVC, CV)	x	x			<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
15.	irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations	x	x	x	x	<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
16.	irregular, high-utility words are introduced and practiced to automaticity	x	x	x	x	<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	
17.	the number of irregular words introduced in a lesson is minimized	x	x	x	x	<ul style="list-style-type: none"> ○ Fully met ○ Partially met 	

						<input type="radio"/> Not met <input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
18.	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	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
19.	there is cumulative review of known letter-sound combinations and words	x	x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
20.	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	x	x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
21.	instruction in patterns and word families is done after letter-sound correspondences in the unit		x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
22.	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			x		<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
23.	phonics lessons include step by step routines to teach new advanced phonics patterns			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
24.	previously learned patterns are practiced to automaticity in word lists, phrases and controlled decodable text that provide enough exposures for the words to become sight words			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
25.	multi-syllable words are taught using prefixes, suffixes and know word parts that are taught explicitly			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
26.	larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition			x		<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
27.	high-utility words are introduced and practiced to automaticity			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
28.	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
29.	text for independent reading doesn't contain words that have phonics			x	x	<input type="radio"/> Fully met	

	patterns that haven't been taught in prior phonics lessons					<input type="radio"/> Partially met <input type="radio"/> Not met	
30.	spelling is integrated with the phonics instruction			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
31.	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words				x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 3: Vocabulary							
In the intervention instructional program...		K	1	2	3	Rating	Evidence/Feedback
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	x	x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	new words are introduced with a student-friendly definition with examples and non-examples	x	x	x	x	<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	x	x	x	x	<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	x	x	x	x	<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	x	x	x	x	<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	x	x	x	x	<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	x	x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8.	morphemic analysis is taught explicitly and systematically to teach	x	x	x	x	<input type="radio"/> Fully met	

	building word meaning through knowledge of root words, prefixes and suffixes					<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, roots, base words, prefixes and suffixes			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
10.	students are taught simple multiple meaning words			x	x	<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			x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
12.	students are taught to use grade-appropriate dictionaries				x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 4: Text Reading and Fluency

In the intervention instructional program...		K	1	2	3	Rating	Evidence/Feedback
*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		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the text students are asked to read independently includes only the letter-sounds, phonic elements and word types that have been previously taught in phonics lessons		x	x	x	<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 read accurately		x	x	x	<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		x	x	x	<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		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 5: Listening and Reading Comprehension						
In the intervention instructional program...		K	1	2	3	Rating
1.	students are taught to do an oral retelling of events or stories they listen to					<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
2.	story structure is explicitly modeled					<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
3.	high-utility Tier 2 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
4.	the materials support engaging in interactive discussion on a wide variety of topics					<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
5.	selections include questions to model and ask while reading aloud					<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
6.	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		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
7.	students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately read <ul 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) 		x			<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
8.	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met
**9.	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the		x	x	x	<input type="radio"/> Fully met <input type="radio"/> Partially met

	meanings of text					○ Not met	
10.	previously taught skills and strategies are connected with new content and text		x	x	x	○ Fully met ○ Partially met ○ Not met	
11	a scope and sequence of comprehension strategies are explicitly taught with carefully designed models, applied in appropriate texts, and practiced with cumulative review over the course of the year		x	x	x	○ Fully met ○ Partially met ○ Not met	
12.	reading aloud and modeling are used to identify components of story structure, using story structure as a tool for prompting information to compare and contrast, organize info, and group related ideas to maintain a consistent focus		x	x	x	○ Fully met ○ Partially met ○ Not met	
13.	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, • passages that increase in length 		x	x	x	○ Fully met ○ Partially met ○ Not met	
14.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts			x	x	○ Fully met ○ Partially met ○ Not met	
15.	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			x	x	○ Fully met ○ Partially met ○ Not met	
16.	the specific content knowledge students will learn throughout the year is clearly stated and mapped out across the year				x	○ Fully met ○ Partially met ○ Not met	
17.	the content taught throughout the year prepares students for later grades				x	○ Fully met ○ Partially met ○ Not met	
18.	reading comprehension instruction progresses to more complex structures in which main ideas are not explicit and passages are longer				x	○ Fully met ○ Partially met ○ Not met	
19.	reading comprehension is explicitly taught with the aid of carefully designed modeling and practice (monitoring, mental imagery,				x	○ Fully met ○ Partially met	

	question generation, question answering, story structure, summary)					○ Not met	
20.	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				x	○ Fully met ○ Partially met ○ Not met	
21.	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				x	○ Fully met ○ Partially met ○ Not met	
22.	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				x	○ Fully met ○ Partially met ○ Not met	