

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

READ Act

Request for Advisory List Submissions Part II-Program Review Supplemental 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 supplemental, 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 supplemental reading instruction when the supplemental 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.

Supplemental Program Review Rubric

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

Sec	Section 1: Research Alignment - The program reflects current and		Rating	Evidence/Feedback
coı	confirmed research in reading and cognitive science.			
1.	For the grades for which the program is submitted, the program must include	0	Met	
	evidence of alignment to ESSA Evidence Level 1, 2, 3, or 4.	0	Not met	
2.	The program provides evidence of being grounded in conceptual research and	0	Fully met	
	theoretical models with reference to research articles and websites. If the	0	Partially met	
	program is constructed for learning to read in a language other than English,	0	Not met	
	provide the conceptual and research foundations, as well as evidence that it is			
	not merely a translation of an English program.			
3.	There is an obvious emphasis on teaching and learning the five essential early	0	Fully met	
	literacy skills.	0	Partially met	
		0	Not met	
4.		0	Fully met	
	and learning to read depends on mapping sounds to print.	0	Partially met	
		0	Not met	
5.		0	Fully met	
	memory, guessing, the shape of the word, or the use of context clues to decode	0	Partially met	
	words.	0	Not met	

	tion 2: Explicit Instruction – Students are introduced to the new skill ore they are asked to perform it.	Ra	ating	Evidence/Feedback
1.	Lessons include instructional routines and/or scripts.	 Fully 	y met	
		o Partia	ally met	
		o Not r	met	
2.	Routines include language for the teacher to introduce, define or explain new	 Fully 	/ met	
	skills through demonstration and modeling before students are asked to	 Partia 	ally met	
	perform the skills.	o Not r	met	
4.	There are multiple opportunities for students to practice new skills with	o Fully	y met	
	instructions for the teacher to give immediate corrective feedback.	o Partia	ally met	
		o Not r	met	

	ction 3: Sequential Instruction - There is a detailed scope and sequence luding a list of specific skills taught, a sequence for teaching the skills over		Rating	Evidence/Feedback
	course of the year, and a timeline showing when skills are taught (by			
	ek, month, unit).			
1.	The scope and sequence for a skill within a grade shows a clear progression	0	Fully met	
	from easier to harder.	0	Partially met	
		0	Not met	
2.	Advanced skills are not introduced before students have been taught pre-	0	Fully met	
	requisite skills.	0	Partially met	
		0	Not met	
3.	The scope and sequence articulates when skills are taught across grades.	0	Fully met	
		0	Partially met	
		0	Not met	

	Section 4: Systematic & Cumulative Instruction - There is a plan, procedure,		Rating	Evidence/Feedback
	or routine evident in the lesson format that is carried through the sequence of			
tea	teaching skills.			
1.	A clear and consistent lesson format is evident.	0	Fully met	
		0	Partially met	
		0	Not met	
2.	There is a daily schedule of lessons noting suggestions for the length of	0	Fully met	
	lessons and units.	0	Partially met	
		0	Not met	
3.	Time is spent in whole group and small group formats.	0	Fully met	
		0	Partially met	
		0	Not met	
4.	Independent or group practice occurs after teacher-led instruction on the skill.	0	Fully met	
		0	Partially met	
		0	Not met	
5.	Lessons include instructional routines, noting what the teacher should say,	0	Fully met	
	which includes a step-by-step sequence, procedures, and consistent language	0	Partially met	
	across lessons and grades.	0	Not met	

6.	The teacher manual(s) include directions for how to implement lessons (e.g.,	0	Fully met	
	materials, target skill, script or wording for how to teach, examples to use,	0	Partially met	
	specific content such as word lists or book list).	0	Not met	
7.	High-priority skills are cumulatively reviewed.	0	Fully met	
		0	Partially met	
		0	Not met	

Sec	tion 5: Coordinated Components - Elements of the program are clearly		Rating	Evidence/Feedback
lin	linked.			
1.	The same routines, terminology, and procedures are used across skill areas	0	Fully met	
	and over time.	0	Partially met	
		0	Not met	
2.	There is a clear link between foundational skills and higher order skills.	0	Fully met	
	Skills are integrated across areas (e.g., phonemic awareness and phonics,	0	Partially met	
	phonemic awareness and oral language).	0	Not met	
3.	Lessons and materials are available for differentiating instruction for students	0	Fully met	
	who are struggling or need enrichment, in the supplemental program and in	0	Partially met	
	supplemental programs.	0	Not met	
4.	Differentiation and support are provided for supporting English Learners,	0	Fully met	
	students who are struggling, and those who need acceleration.	0	Partially met	
	Appropriate suggestions and materials are provided for supporting varying	0	Not met	
	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.)			

Sec	tion 6: Related Elements – The program contains features that are	Rating	Evidence/Feedback
opt	imal for delivering effective instruction.		
1.	Assessment	o Fully met	
	 Formative (e.g., progress monitoring) 	 Partially met 	
	• Summative (e.g., unit tests)	Not met	
	 Framework for data-based decision making 		
2.	Environment	o Fully met	
	 Classroom management to support small group instruction 	 Partially met 	
		Not met	

	Motivation for students (e.g, built-in choice, charts/graphs of progress, immediate feedback on progress).		
3.	Professional Development	o Fully met	
	 Professional development and coaching are available to support 	o Partially met	
	implementing the program with fidelity.	o Not met	



Supplemental Program Review Rubric

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

Kindergarten

In the	n the supplemental instructional program		he supplemental instructional program		he supplemental instructional program		Rating	Evidence/Feedback
*1.	phonological and phonemic awareness skills progress from easier to more	0	Fully met					
	difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	0	Partially met Not met					
2.	new skills are explicitly modeled using multiple unambiguous examples,	0	Fully met					
	where the new skill is introduced, defined and/or explained, a model or	0	Partially met					
	demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	0	Not met					
*3.	strategies are used to demonstrate and practice how sounds are connected	0	Fully met					
	to letters (e.g. phoneme-grapheme mapping)	0	Partially met					
		0	Not met					
*4.	segmenting at the level of individual phonemes is an instructional focus in	0	Fully met					
	second half of Kindergarten	0	Partially met					
		0	Not met					
* 5.	students analyze spoken words at the phoneme level	0	Fully met					
		0	Partially met					
		0	Not met					
6.	movement and/or manipulatives are used to make sounds in words	0	Fully met					
	concrete	0	Partially met					
		0	Not met					
7.	the order of attention to phonemes in three-sound words is first sound, last	0	Fully met					
	sound, middle sound	0	Partially met					
		0	Not met					
8.	instructional time is focused on high priority skills such as isolating	0	Fully met					
	beginning sound, blending, segmenting and manipulating phonemes	0	Partially met					
		0	Not met					

*9.	students are taught to blend and segment sounds in three-, four-, and five-	0	Fully met	
	phoneme words	0	Partially met	
		0	Not met	
10.	students are taught to pull apart the two phonemes in consonant blends	0	Fully met	
	when segmenting	0	Partially met	
		0	Not met	
11.	students spend time practicing orally producing the sounds in spoken	0	Fully met	
	words, not just identifying the sounds or matching the sounds using	0	Partially met	
	objects or pictures	0	Not met	
12.	the activities and materials are designed to elicit high levels of responding	0	Fully met	
	and engagement	0	Partially met	
		0	Not met	
13.	differentiation of phonemic awareness instruction is linked to assessment	0	Fully met	
	data, with flexible grouping based on students' needs and progress.	0	Partially met	
		0	Not met	

Section	n 2: Phonics and Word Study			
In the	supplemental instructional program		Rating	Evidence/Feedback
1.	letter-sound instruction starts with high-utility letters (e.g., m, s, a, r, t)	0 0	Fully met Partially met Not met	
**2.	letter-sound instruction integrates the letter name, sound, and how to write the symbol	0 0	Fully met Partially met Not met	
3.	the letter that represents the sound is explicitly modeled before students practice and apply	0 0 0	Fully met Partially met Not met	
4.	letter-sound combinations are learned to automaticity through frequent and cumulative review	0 0 0	Fully met Partially met Not met	
5.	phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes	0 0	Fully met Partially met Not met	

6. easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time					T
7. a few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words 8. there is an explicit strategy for blending letter sounds into words **9. there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words **10. students are taught and practice how to build regular words for which they know all letter sounds 11. 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 12. regular word types are introduced first (e.g., VC, CVC, CV) 13. irregularities are pointed out in high utility words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations 14. irregular, high-utility words are introduced and practiced to automaticity words in texts used for independent reading are the ones that have been taught in prior phonics lessons 16. 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 17. there is an explicit strategy for blending letter sounds into words 18. there is an explicit strategy for blending letter sounds into words 19. Fully met Partially met Not met Pally met Partially met Not met Partially met Not met	6.	easily confused letters, letter-sounds and words (those that look or sound	0	Fully met	
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13. irregularities are pointed out in high utility words (e.g, have, I, said) while still focusing attention on the predictable letter-sound combinations while still focusing attention on the predictable letter-sound combinations while still focusing attention on the predictable letter-sound combinations on the predictable letter-sound combinations on the partially met on the part	12.	regular word types are introduced first (e.g., ve, eve, ev)		•	
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while still focusing attention on the predictable letter-sound combinations Partially met Not met 14. irregular, high-utility words are introduced and practiced to automaticity Partially met Not met 15. the number of irregular words introduced in a lesson is minimized Fully met Partially met Partially met Partially met Not met 16. 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 Not met 17. there is cumulative review of known letter-sound combinations and words Fully met Partially	13	irregularities are pointed out in high utility words (e.g., have I said)			
14. irregular, high-utility words are introduced and practiced to automaticity Fully met	13.			•	
14. irregular, high-utility words are introduced and practiced to automaticity Partially met Not met 15. the number of irregular words introduced in a lesson is minimized Partially met Partially met Partially met Partially met Not met Not met 16. 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 Not met 17. there is cumulative review of known letter-sound combinations and words Fully met Partially met		while still focusing attention on the predictable fetter-sound combinations	_	•	
O Partially met	1.4	irragular, high utility words are introduced and practiced to automaticity			
15. the number of irregular words introduced in a lesson is minimized 0 Fully met 0 Partially met 0 Not met 16. 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 0 Partially met 0 Partially met 0 Not met 17. there is cumulative review of known letter-sound combinations and words 0 Fully met 0 Partially met 0 Partia	14.	integular, high-utility words are introduced and practiced to automaticity		-	
15. the number of irregular words introduced in a lesson is minimized O Partially met O Not met 16. 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 17. there is cumulative review of known letter-sound combinations and words O Fully met O Partially met			_	•	
O Partially met O Not met 16. 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 17. there is cumulative review of known letter-sound combinations and words O Partially met	1.5	4h - assault an aftime asslan assault interest in a large of inclination of			
16. 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 17. there is cumulative review of known letter-sound combinations and words O Not met Partially met Not met Fully met	15.	the number of irregular words introduced in a lesson is minimized		•	
16. 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 17. there is cumulative review of known letter-sound combinations and words 5. Fully met 5. Partially met 5. Not met 5. Fully met 5. Partially met 5. P				•	
texts used for independent reading are the ones that have been taught in prior phonics lessons 17. there is cumulative review of known letter-sound combinations and words Fully met Fully met	1.0				
prior phonics lessons o Not met 17. there is cumulative review of known letter-sound combinations and words Fully met	16.			•	
17. there is cumulative review of known letter-sound combinations and words o Fully met			_	•	
	1.5	· ·	Ť		
o Partially met	17.	there is cumulative review of known letter-sound combinations and words	_	•	
			0	Partially met	

		0	Not met	
18.	there are repeated opportunities to read words in context of the controlled	0	Fully met	
	decodable text that contain the phonic elements and irregular words	0	Partially met	
	students have learned previously	0	Not met	
19.	activities and materials are designed to elicit high levels of responding and	0	Fully met	
	engagement	0	Partially met	
		0	Not met	
20.	differentiation pf phonics instruction is linked to assessment data, with	0	Fully met	
	flexible grouping based on students' needs and progress	0	Partially met	
		0	Not met	

Section 3: Vocabulary					
In the	e supplemental instructional program		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	0 0	Fully met Partially met Not met		
2.	words are introduced with a student-friendly definition with examples and non-examples	0 0 0	Fully met Partially met Not met		
3.	words that have been taught are repeated multiple times in a variety of contexts	0 0	Fully met Partially met Not met		
**4.	new words are integrated into sentences and students are prompted to use them in sentences	0 0	Fully met Partially met Not met		
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	0 0	Fully met Partially met Not met		
6.	there is cumulative review and practice of previously learned words	0 0	Fully met Partially met Not met		

7.	students are exposed to a wide range of words through reading aloud from	0	Fully met	
	a wide range of stories and informational text	0	Partially met	
		0	Not met	
8.	morphemic analysis is taught explicitly and systematically to teach	0	Fully met	
	building word meaning through knowledge of root words, prefixes and	0	Partially met	
	suffixes	0	Not met	
9.	activities and materials are designed to elicit high levels of responding	0	Fully met	
	and engagement	0	Partially met	
		0	Not met	
10.	differentiation of vocabulary instruction is linked to assessment data, with	0	Fully met	
	flexible grouping based on students' needs and progress	0	Partially met	
		0	Not met	

Section 4: Listening Comprehension					
In the supplemental instruction	onal program		Rating		Evidence/Feedback
1. students are taught to do	an oral retelling of events or stories they listen to	0 0	Fully met Partially met Not met		
2. story structure is explici	tly modeled	0 0 0	Fully met Partially met Not met		
3. high-utility Tier 2 words after reading aloud	s are pre-selected and taught before, during and	0 0	Fully met Partially met Not met		
4. the materials support en of topics	gaging in interactive discussion on a wide variety	0 0 0	Fully met Partially met Not met		
5. selections include quest	ons to model and ask while reading aloud	0 0	Fully met Partially met Not met		

First Grade

Sect	Section 1: Phonological and Phonemic Awareness					
In t	In the supplemental instructional program		e supplemental instructional program		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	0 0	Fully met Partially met 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.	0 0 0	Fully met Partially met Not met			
*3.	sounds are connected to letters through phoneme-grapheme mapping	0 0 0	Fully met Partially met Not met			
*4.	students analyze spoken words at the phoneme level	0 0 0	Fully met Partially met Not met			
5.	the order of attention to phonemes in three-phoneme words is first, last, middle sound	0 0 0	Fully met Partially met Not met			
*6.	instructional time is focused on high priority skills such as isolating beginning sound, blending, segmenting and manipulating phonemes	0 0	Fully met Partially met Not met			
7.	students are taught to blend and segment sounds in three-, four-, and 5 five-phoneme words	0 0 0	Fully met Partially met Not met			
*8.	students are taught to pull apart the two sounds in consonant blends when segmenting	0 0	Fully met Partially met 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	0 0	Fully met Partially met Not met			

10.	activities and materials are designed to elicit high levels of responding and	o Fully met
	engagement	o Partially met
		o Not met
11.	differentiation of phonemic awareness instruction is linked to assessment data,	o Fully met
	with flexible grouping based on students' needs and progress	o Partially met
		o Not met

Section 2: Phonics and Word Study Evidence/Feedback In the supplemental instructional program... **Rating** phonics skills progress systematically from simple word types, word lengths, o Fully met and word complexity to more complex words o Partially met Not met 2. the phonics lesson format includes o Fully met o brief cumulative review of previously taught skills, Partially met a phonological warm up, o Not met phoneme-grapheme matching, o word reading accuracy, fluency building at the word, phrase, sentence and passage level, sentence dictation. o transfer to text 3. there is an explicit strategy for blending letter sounds into words o Fully met Partially met Not met easily confused letters, letter-sounds and words (those that look or sound 4. similar) are not taught in close sequence but are separated in time

o Fully met

o Not met

o Fully met

Partially metNot met

Partially met

know all letter sounds

6.

sound correspondence to write words

there are multiple opportunities to blend and read words, and to use letter-

students are taught and practice how to build regular words for which they

7.	students practice to automaticity in word lists, phrases and controlled	o Fully met
<i>,</i> .	decodable text that provide enough exposures for the words to become sight	o Partially met
	words	Not met
8.	regular word types are introduced first (e.g., VC, CVC, CV)	o Fully met
0.	regular word types are introduced first (e.g., ve, eve, eve)	o Partially met
		O Not met
9.	irregular, high-utility words are introduced and practiced to automaticity	o Fully met
,	and govern, ringer withing we have also and a with provided to discontinuously	o Partially met
		O Not met
10.	irregularities are pointed out in high frequency words (e.g., have, I, said)	o Fully met
	while still focusing attention on the predictable letter-sound combinations	o Partially met
		o Not met
11.	the number of irregular words introduced in a lesson is minimized	o Fully met
		o Partially met
		O Not met
12.	words are taught and learned in isolation before practiced in text; words in	o Fully met
	texts used for independent reading are the ones that have been taught in prior	o Partially met
	phonics lessons	o Not met
13.	there is cumulative review of known letter-sound combinations and words	o Fully met
		o Partially met
		o Not met
14.	there are repeated opportunities to read words in context of the controlled	o Fully met
	decodable text that contain the phonic elements and irregular words students	o Partially met
	have learned previously	o Not met
15.	instruction in patterns and word families is done after letter-sound	o Fully met
	correspondences in the unit	o Partially met
		o Not met
16.	activities and materials are designed to elicit high levels of responding and	o Fully met
	engagement	o Partially met
		o Not met
17.	differentiation of phonics instruction is linked to assessment data, with	o Fully met
	flexible grouping based on students' needs and progress	o Partially met
		o Not met

Section 3: Vocabulary			
In th	e supplemental instructional program	Rating	Evidence/Feedback
1.	words selected for instruction are rich, high-utility words that will appear in	o Fully met	
	conversation and literature, those that must be learned to understand a concept or text, and words from content area instruction	Partially metNot met	
2.	new words are introduced with a student-friendly definition that includes	o Fully met	
	examples and non-examples	o Partially met	
		Not met	
3.	words that have been taught are repeated multiple times in a variety of	o Fully met	
	contexts	o Partially met	
		o Not met	
**4.	new words are integrated into sentences and students are prompted to use	o Fully met	
	them in sentences	o Partially met	
		o Not met	
5.	students are engaged in processing word meanings at deeper levels, to	o Fully met	
	associate new words with known words	o Partially met	
		o Not met	
6.	there is cumulative review and practice of previously learned words	o Fully met	
		Partially metNot met	
7.	students are exposed to a wide range of words through reading aloud from a	T. 11	
7.	wide range of stories and informational text	Fully metPartially met	
	wide range of stories and informational text	Not met	
8.	morphemic analysis is taught explicitly and systematically to support	o Fully met	
0.	building word meaning through knowledge of root words, prefixes and	Partially met	
	suffixes	Not met	
9.	activities and materials are designed to elicit high levels of responding and	o Fully met	
	engagement	o Partially met	
		Not met	
10.	differentiation of vocabulary instruction is linked to assessment data, with	o Fully met	
	flexible grouping based on students' needs and progress	o Partially met	
		o Not met	

Section 4: Text Reading and Fluency					
In th	e supplemental instructional program		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	0 0	Fully met Partially met 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	0 0	Fully met Partially met Not met		
3.	fluency building in connected text is done only with passages the student can read accurately	0 0 0	Fully met Partially met 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	0 0 0	Fully met Partially met Not met		
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading	0 0 0	Fully met Partially met Not met		
6.	differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	0 0 0	Fully met Partially met Not met		

Section 5: Reading Comprehension						
In the supplemental instructional program	Rating	Evidence/Feedback				
1. students use controlled decodable text for independent, small group or scaffolded reading instruction until they can accurately read 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)	Fully metPartially metNot met					

2.	the background knowledge needed to understand text that will be read by or	o Fully met
	to students is taught or activated	o Partially met
		o Not met
3.	comprehension strategies are taught with carefully designed examples and	o Fully met
	text selection	o Partially met
		o Not met
4.	comprehension strategies are practiced and cumulatively reviewed over time	o Fully met
		o Partially met
		o Not met
5.	students are hear models of teachers thinking aloud as they identify	o Fully met
	components of story structure	o Partially met
		o Not met
**6.	there are multiple opportunities to listen to and explore narrative and	o Fully met
	expository text forms and engage in interactive discussion of the meanings	o Partially met
	of text	o Not met
7.	previously taught skills and strategies are connected with new content and	o Fully met
	text	o Partially met
		o Not met
8	text used for initial instruction in reading comprehension uses:	o Fully met
	• familiar vocabulary,	o Partially met
	only words students can read accurately and have been learned	o Not met
	previously,	
	previously learned content knowledge,	
	• simple sentences,	
	• short passages	
9.	text used for reading comprehension instruction has an explicit structure	o Fully met
,.	(obvious beginning, middle and end)	o Partially met
	(00 110 ab 00 5 mining, minder and ond)	o Not met
10.	differentiation of reading comprehension instruction is linked to assessment	o Fully met
10.	data, with flexible grouping based on students' needs and progress	o Partially met
	data, with hearone grouping based on students needs and progress	
		o Not met

Grade 2

Section 1: Phonics and Word Study				
In th	e supplemental instructional program	Rating	Evidence/Feedback	
2.	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 phonics lessons include step by step routines to teach new advanced phonics patterns	 Fully met Partially met Not met Fully met Partially met 		
3.	the phonics lesson format includes	Not metFully met		
	 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, 	Partially metNot met		
	sentence dictation,transfer to text			
4.	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	Fully metPartially metNot met		
*5.	multi-syllable words are taught using prefixes, suffixes and know word parts that are taught explicitly	Fully metPartially metNot met		
6.	larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition	Fully metPartially metNot met		
7.	high-utility words are introduced and practiced to automaticity	Fully metPartially metNot met		
8.	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	Fully metPartially met		

		o Not met
9.	text for independent reading doesn't contain words that have phonics patterns	o Fully met
	that haven't been taught in prior phonics lessons	o Partially met
		o Not met
10.	the number of irregular words introduced in a lesson is minimized	o Fully met
		o Partially met
		o Not met
11.	instruction of similar, easily-confused letter patterns are separated in time	o Fully met
		o Partially met
		o Not met
12.	there are multiple opportunities to read the previously learned regular and	o Fully met
	irregular words in the context of controlled decodable text	o Partially met
		o Not met
13.	instruction in irregular, high-utility words focuses on predictable letter-sound	o Fully met
	combinations and irregularities	o Partially met
		o Not met
14.	regular and irregular words are cumulatively reviewed	o Fully met
		o Partially met
		o Not met
*15.	spelling is integrated with the phonics instruction	o Fully met
		Partially met
		o Not met
16.	activities and materials are designed to elicit high levels of responding and	Fully met
	engagement	o Partially met
		o Not met
17.	1	o Fully met
	flexible grouping based on students' needs and progress	o Partially met
		o Not met

Section 2: Vocabulary		
In the supplemental instructional program	Rating	Evidence/Feedback

1.	words selected for instruction are rich, high-utility words that will appear in	0	Fully met	
	conversation and literature, those that must be learned to understand a	0	Partially met	
	concept or text, and words from content area instruction	0	Not met	
2.	new words are introduced with a student-friendly definition that includes	0	Fully met	
	examples and non-examples	0	Partially met	
		0	Not met	
3.	words that have been taught are repeated multiple times in a variety of	0	Fully met	
	contexts	0	Partially met	
		0	Not met	
4.	new words are integrated into sentences and students are prompted to use	0	Fully met	
	them in sentences	0	Partially met	
		0	Not met	
5.	students are engaged in processing word meanings at deeper levels, to	0	Fully met	
	associate new words with known words	0	Partially met	
		0	Not met	
6.	there is cumulative review and practice of previously learned words	0	Fully met	
		0	Partially met	
		0	Not met	
7.	students are exposed to a wide range of words through reading aloud from a	0	Fully met	
	wide range of stories and informational text	0	Partially met	
		0	Not met	
*8.	students are taught to predict meaning using antonyms and synonyms, words	0	Fully met	
	in compound words, and prefixes and suffixes	0	Partially met	
	m voint come in order of the profile	0	Not met	
9.	morphemic analysis is taught explicitly and systematically to support	0	Fully met	
	building word meaning through knowledge of root words, prefixes and	0	Partially met	
	suffixes	0	Not met	
**10.	students are taught simple multiple meaning words	0	Fully met	
10.	bracente are magni chimpie matriple meaning words	0	Partially met	
		0	Not met	
11.	students are asked to demonstrate understanding word meaning by using	0	Fully met	
11.	words in oral and written sentences	0	Partially met	
	TOTAL III OTAL WITA TITUTE DELICITORS	0	Not met	
12.	activities and materials are designed to elicit high levels of responding and	0	Fully met	
12.	engagement	0	Partially met	
	- on Sub-onition t		i aidally lifet	

		o Not met	
13.	differentiation of vocabulary instruction is linked to assessment data, with	o Fully met	
	flexible grouping based on students' needs and progress	o Partially met	
		o Not met	

Section 3: Text Reading and Fluency				
In the supplemental instructional program	Rating Evidence/Feedback			
1. sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	Fully metPartially met			
automatically rough a sufficient matter of regular and megalar words	o Not met			
2. the texts students are asked to read independently are controlled to include	o Fully met			
only the phonic elements and word types that have been previously taught in				
phonics lessons	o Not met			
3. fluency building in connected text is done only with passages the student can	o Fully met			
read accurately	o Partially met			
	o Not met			
4. sufficient numbers of controlled decodable text that aligns to the phonics scop	pe o Fully met			
and sequence are available to allow students to practice to automaticity	o Partially met			
	o 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	g o Partially met			
students to text more complex than students could read on their own.	o Not met			
6. differentiation of oral reading fluency instruction is linked to assessment data,	a, o Fully met			
with flexible grouping based on students' needs and progress	o Partially met			
	o Not met			

Section 4: Reading Comprehension					
In the	e supplemental instructional program	Ratio	ng	Evidence/Feedb	ack
1.	the background knowledge needed to understand text that will be read by or to students is taught or activated	Fully mePartially	met		
		Not met			

2.	a scope and sequence of comprehension strategies are explicitly taught with	0	Fully met	
	carefully designed models, applied in appropriate texts, and practiced with	0	Partially met	
	cumulative review over the course of the year	0	Not met	
3.	modeling and reading aloud are used to identify components of story structure,	0	Fully met	
	using story structure as a tool for prompting information to compare and	0	Partially met	
	contrast, organize info, and group related ideas to maintain a consistent focus	0	Not met	
4.	text used for initial instruction in reading comprehension uses:	0	Fully met	
	familiar vocabulary	0	Partially met	
	 only words students can read accurately and have been learned 	0	Not met	
	previously			
	 previously learned background knowledge 			
	• simple sentences			
	• short passages			
**5.	there are multiple opportunities to listen to and explore narrative and expository	0	Fully met	
	text forms and engage in interactive discussion of the meanings of text	0	Partially met	
		0	Not met	
6.	previously taught skills and strategies are connected with new content and text	0	Fully met	
		0	Partially met	
		0	Not met	
7.	lessons include explicit instruction in the use of conventions of informational	0	Fully met	
	text such as titles, headings, info from graphs and charts to locate important	0	Partially met	
	information	0	Not met	
8.	lessons include explicit instruction in analyzing elements of narrative text and	0	Fully met	
	comparing and contrasting elements within and among texts	0	Partially met	
		0	Not met	
9.	a coherent sequence of questions and tasks supports students to examine	0	Fully met	
	language (vocabulary, sentences, and structure) and apply their knowledge and	0	Partially met	
	skills in reading, writing, speaking and listening	0	Not met	
10.	differentiation of reading comprehension instruction is linked to assessment	0	Fully met	
	data, with flexible grouping based on students' needs and progress	0	Partially met	
		0	Not met	

Grade 3

Sect	Section 1: Phonics and Word Study			
In tl	In the supplemental instructional program		Rating	Evidence/Feedback
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 (orthographically larger and more complex units)	0 0	Fully met Partially met Not met	
2.	phonics lessons include step by step routines to teach new advanced phonics patterns	0 0	Fully met Partially met Not met	
3.	the phonics lesson format includes	0 0	Fully met Partially met Not met	
4.	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	0 0	Fully met Partially met Not met	
*5.	multi-syllable words are explicitly taught using root words, prefixes, suffixes, syllable types, and known word parts to aid in word recognition	0 0 0	Fully met Partially met Not met	
6.	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words	0 0	Fully met Partially met Not met	
7.	high-utility words are introduced and practiced to automaticity	0 0	Fully met Partially met Not met	
8.	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	0 0	Fully met Partially met Not met	

	words that have phonics patterns that haven't been taught in prior phonics	
	lessons.	
9.	text for independent reading doesn't' contain words that have phonics patterns	o Fully met
	that haven't been taught in prior phonics lessons	o Partially met
		o Not met
10.	the number of irregular words introduced in a lesson is minimized	o Fully met
	encountered in text without being taught first.	o Partially met
		o Not met
11.	instruction of similar, easily-confused letter patterns are separated in time	o Fully met
	menture and the same and the sa	o Partially met
		o Not met
12.	there are multiple opportunities to read the previously learned regular and	o Fully met
12.	irregular words in the context of controlled decodable text -	o Partially met
	integular words in the context of controlled decodable text	o Not met
13.	instruction in irregular, high-utility words focuses on predictable letter-sound	T 11
13.	combinations and irregularities	D 4: 11
	combinations and irregularities	NT 4
1.4		
14.	regular and irregular words are cumulatively reviewed	o Fully met
		o Partially met
		o Not met
15.	spelling is integrated with the phonics instruction	o Fully met
		o Partially met
		o Not met
16.	activities and materials are designed to elicit high levels of responding and	o Fully met
	engagement	o Partially met
		o Not met
17.	differentiation of phonics instruction is linked to assessment data, with flexible	o Fully met
	grouping based on students' needs and progress	o Partially met
		o Not met
		ı

Section 2: Vocabulary		
In the supplemental instructional program	Rating	Evidence/Feedback

1.	words selected for instruction are rich, high-utility words that will appear in	0	Fully met	
	conversation and literature, those that must be learned to understand a concept	0	Partially met	
	or text, and words from content area instruction	0	Not met	
2.	new words are introduced with a student-friendly definition with examples and	0	Fully met	
	non-examples	0	Partially met	
		0	Not met	
3.	words that have been taught are repeated multiple times in a variety of contexts	0	Fully met	
		0	Partially met	
		0	Not met	
4.	new words are integrated into sentences and students are prompted to use them	0	Fully met	
	in sentences	0	Partially met	
		0	Not met	
5.	students are engaged in processing word meanings at deeper levels, to associate	0	Fully met	
	new words with known words	0	Partially met	
		0	Not met	
6.	there is cumulative review and practice of previously learned words	0	Fully met	
		0	Partially met	
		0	Not met	
7.	students are exposed to a wide range of words through reading aloud from a	0	Fully met	
	wide range of stories and informational text	0	Partially met	
		0	Not met	
8.	students are taught to predict meaning using antonyms and synonyms,	0	Fully met	
	individual words in compound words, and prefixes and suffixes	0	Partially met	
		0	Not met	
9.	morphemic analysis is taught explicitly and systematically to support building	0	Fully met	
	word meaning through knowledge of root words, prefixes and suffixes	0	Partially met	
		0	Not met	
**10.	students are taught multiple meaning words	0	Fully met	
		0	Partially met	
		0	Not met	
11.	students are asked to demonstrate understanding word meaning by using words	0	Fully met	
	in oral and written sentences	0	Partially met	
		0	Not met	
**12.	students are taught to use grade-appropriate dictionaries	0	Fully met	
		0	Partially met	

		o Not met
13.	activities and materials are designed to elicit high levels of responding and	o Fully met
	engagement	o Partially met
		o Not met
14.	differentiation of vocabulary instruction is linked to assessment data, with	o Fully met
	flexible grouping based on students' needs and progress	o Partially met
		o Not met

In the supplemental instructional program			Rating	Evidence/Feedbacl
1.	sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words	0 0	Fully met Partially met 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	0 0 0	Fully met Partially met Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	0 0 0	Fully met Partially met 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	0 0 0	Fully met Partially met 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.	0 0 0	Fully met Partially met Not met	
6.	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	0 0	Fully met Partially met Not met	

Section 4: Reading Comprehension				
In the supplemental instructional program	Rating	Evidence/Feedback		

1.	a clear scope and sequence guides comprehension instruction, in which the goal	0	Fully met	
	of the comprehension unit is explicitly stated and in which the ideas follow a	0	Partially met	
	logical order	0	Not met	
2.	the specific content knowledge students will learn throughout the year is clearly	0	Fully met	
	stated and mapped out across the year	0	Partially met	
		0	Not met	
3.	the content taught throughout the year prepares students for later grades	0	Fully met	
		0	Partially met	
		0	Not met	
4.	reading comprehension instruction progresses to more complex structures in	0	Fully met	
	which main ideas are not explicit and passages are longer	0	Partially met	
		0	Not met	
5.	reading comprehension is practiced with cumulative review over the course of	0	Fully met	
	the year	0	Partially met	
		0	Not met	
6.	the background knowledge necessary to understand text, that is read to or by	0	Fully met	
	students, is explicitly taught or activated	0	Partially met	
		0	Not met	
7.	reading comprehension is explicitly taught with the aid of carefully designed	0	Fully met	
	modeling and practice (monitoring, mental imagery, question generation,	0	Partially met	
	question answering, story structure, summary)	0	Not met	
8.	modeling and thinking aloud are used to identify components of story structure,	0	Fully met	
	using story structure as a tool for prompting information to compare and	0	Partially met	
	contrast, organize info, and group related ideas to maintain a consistent focus	0	Not met	
9.	text used for reading comprehension instruction uses:	0	Fully met	
	familiar vocabulary	0	Partially met	
	 only words students can read accurately 	0	Not met	
	 previously learned background knowledge 			
	 more complex sentences 			
	 longer passages 			
**10.	there are multiple opportunities to listen to and explore narrative and expository	0	Fully met	
	text forms and engage in interactive discussion of the meanings of text	0	Partially met	
		0	Not met	
11.	previously taught content, skills and strategies are connected with new content	0	Fully met	
	and text	0	Partially met	
			-	

		0	Not met	
12.	topics from science, social studies, math and the arts are integrated into the	0	Fully met	
	content studied through text read aloud by the teacher and independent reading	0	Partially met	
		0	Not met	
13.	lessons include explicit instruction in the structure and use of conventions of	0	Fully met	
	informational text such as titles, headings, information from graphs and charts to	0	Partially met	
	locate important information	0	Not met	
14.	lessons include explicit instruction in analyzing elements of narrative text and	0	Fully met	
	comparing and contrasting elements within and among texts	0	Partially met	
		0	Not met	
15.	a coherent sequence of questions and tasks support students to examine	0	Fully met	
	language (vocabulary, sentences, and structure) and apply their knowledge and	0	Partially met	
	skills in reading, writing, speaking and listening	0	Not met	
16.	complex topics are introduced in a carefully planned sequence including	0	Fully met	
	teachers reading aloud, discussions, and projects, starting with a basic	0	Partially met	
	introduction and building towards a deeper understanding	0	Not met	
17.	differentiation of reading comprehension instruction is linked to assessment	0	Fully met	
	data, with flexible grouping based on students' needs and progress	0	Partially met	
		0	Not met	