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
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.

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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.	o Met o 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.	o Fully met o Partially met o Not met	
3.	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	o Fully met o Partially met o 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.	o Fully met o Partially met o Not met	
5.	Word recognition is 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.	o Fully met o Partially met o 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.	o Fully met o Partially met o 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.	o Fully met o Partially met o Not met	

3.	There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	o Fully met o Partially met o Not met	

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). * *Scope and sequence*		**Rating**	**Evidence/Feedback**
1.	The scope and sequence for a skill **within** a grade shows a clear progression from easier to harder.	o Fully met o Partially met o Not met	
2.	Advanced skills are not introduced before students have been taught pre-requisite skills.	o Fully met o Partially met o Not met	
3.	The scope and sequence articulates when skills are taught **across** grades.	o Fully met o Partially met o 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.	o Fully met o Partially met o Not met	
2.	There is a daily schedule of lessons noting suggestions for the length of lessons and units.	o Fully met o Partially met o Not met	
3.	Time is spent in whole group and small group formats.	o Fully met o Partially met o Not met	
4.	Independent or group practice occurs after teacher-led instruction on the skill.	o Fully met o Partially met o Not met	

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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.	o Fully met o Partially met o 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).	o Fully met o Partially met o Not met	
7.	High-priority skills are cumulatively reviewed.	o Fully met o Partially met o 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 skill areas and over time.	o Fully met o Partially met o 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).	o Fully met o Partially met o 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.	o Fully met o Partially met o 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.)	o Fully met o Partially met o Not met	

Section 6: Related Elements – The program contains features that are optimal for delivering effective instruction.		**Rating**	**Evidence/Feedback**
1.	Assessment • Formative (e.g., progress monitoring)	o Fully met o Partially met	

	• Summative (e.g., unit tests) • Framework for data-based decision making	○ Not met	
2.	Environment • Classroom management to support small group instruction • Motivation for students (e.g., built-in choice, charts/graphs of progress, immediate feedback on progress)	○ Fully met ○ Partially met ○ Not met	
3.	Professional Development • Professional development and coaching are available to support implementing the program with fidelity.	○ Fully met ○ Partially met ○ Not met	

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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**
*1.	phonological and phonemic awareness skills progress from easier to more difficult, culminating in advanced skills such as addition, deletion and substitution of phonemes	o Fully met o Partially met o 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	o Fully met o Partially met o Not met	
*3.	strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	o Fully met o Partially met o Not met	
*4.	segmenting at the level of individual phonemes is an instructional focus in second half of Kindergarten	o Fully met o Partially met o Not met	
*5.	students analyze spoken words at the phoneme level	o Fully met o Partially met o Not met	
6.	movement and/or manipulatives are used to make sounds in words concrete	o Fully met o Partially met o Not met	
7.	the order of attention to phonemes in three-phoneme words is first sound, last sound, middle sound	o Fully met o Partially met o Not met	
8.	instructional time is focused on high priority skills such as isolating beginning phoneme, blending, segmenting and manipulating phonemes	o Fully met o Partially met o Not met	

*9.	students are taught to blend and segment phonemes in three-, four- and five-phoneme words	○ Fully met ○ Partially met ○ Not met	
10.	students are taught to pull apart the two phonemes in consonant blends when segmenting	○ Fully met ○ Partially met ○ 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	○ Fully met ○ Partially met ○ Not met	
12.	the activities and materials are designed to elicit high levels of responding and engagement	○ Fully met ○ Partially met ○ Not met	
13.	differentiation of phonemic awareness instruction is linked to assessment data, with flexible grouping based on students' needs and progress.	○ Fully met ○ Partially met ○ Not met	

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

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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	○ Fully met ○ Partially met ○ Not met	
7.	a few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words	○ Fully met ○ Partially met ○ Not met	
8.	there is an explicit strategy for blending letter sounds into words	○ Fully met ○ Partially met ○ Not met	
**9.	there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words	○ Fully met ○ Partially met ○ Not met	
**10.	students are taught and practice how to build regular words for which they know all letter sounds	○ Fully met ○ Partially met ○ Not met	
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	○ Fully met ○ Partially met ○ Not met	
12.	regular word types are introduced first (e.g., VC, CVC, CV)	○ Fully met ○ Partially met ○ Not met	
13.	irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations	○ Fully met ○ Partially met ○ Not met	
14.	irregular, high-utility words are introduced and practiced to automaticity	○ Fully met ○ Partially met ○ Not met	
15.	the number of irregular words introduced in a lesson is minimized	○ Fully 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	○ Fully met ○ Partially met ○ Not met	
17.	there is cumulative review of known letter-sound combinations and words	○ Fully met ○ Partially met	

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

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

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

Section 4: Listening Comprehension			
In the core instructional program…		**Rating**	**Evidence/Feedback**
1.	students are taught to do an oral retelling of events or stories they listen to	○ Fully met ○ Partially met ○ Not met	
2.	story structure is modeled with multiple unambiguous examples	○ Fully met ○ Partially met ○ Not met	
3.	high-utility Tier 2 words are pre-selected and taught before, during and after reading aloud	○ Fully met ○ Partially met ○ Not met	
4.	the materials support engaging in interactive discussion on a wide variety of topics	○ Fully met ○ Partially met ○ Not met	
5.	selections include questions to model and ask while reading aloud	○ Fully met ○ Partially met ○ Not met	

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First Grade

Section 1: Phonological and Phonemic Awareness			
In the core 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	○ Fully met ○ Partially met ○ 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	○ Fully met ○ Partially met ○ Not met	
*3.	strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	○ Fully met ○ Partially met ○ Not met	
*4.	students analyze spoken words at the phoneme level	○ Fully met ○ Partially met ○ Not met	
5.	the order of attention to phonemes in three-sound words is first, last, middle sound	○ 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	○ Fully met ○ Partially met ○ Not met	
7.	students are taught to blend and segment sounds in three-, four-, and five-phoneme words	○ Fully met ○ Partially met ○ Not met	
*8.	students are taught to pull apart the two phonemes in consonant blends when segmenting	○ 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	○ Fully met ○ Partially met ○ Not met	

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

Section 2: Phonics and Word Study			
In the core instructional program…		**Rating**	**Evidence/Feedback**
**1.	phonics skills progress systematically from simple word types, word lengths, and word complexity to more complex words	○ Fully met ○ Partially met ○ Not met	
2.	the phonics lesson format includes ○ 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	○ Fully met ○ Partially met ○ Not met	
3.	there is an explicit strategy for blending letter sounds into words that is taught with multiple unambiguous examples	○ Fully met ○ Partially met ○ Not met	
4.	easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence but are separated in time	○ Fully met ○ Partially met ○ Not met	
**5.	there are multiple opportunities to blend and read words, and to use letter-sound correspondence to write words	○ Fully met ○ Partially met ○ Not met	
6.	students are taught and practice how to build regular words for which they know all letter sounds	○ Fully met ○ Partially met ○ Not met	

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7.	students practice to automaticity in word lists, phrases and controlled decodable text that provide enough exposures for the words to become sight words	○ Fully met ○ Partially met ○ Not met	
8.	regular word types are introduced first (e.g., VC, CVC, CV)	○ Fully met ○ Partially met ○ Not met	
9.	irregular, high-utility words are introduced and practiced to automaticity	○ Fully met ○ Partially met ○ Not met	
10.	irregularities are pointed out in high frequency words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations	○ Fully met ○ Partially met ○ Not met	
11.	the number of irregular words introduced in a lesson is minimized	○ Fully met ○ Partially met ○ Not met	
12.	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	○ Fully met ○ Partially met ○ Not met	
13.	there is cumulative review of known letter-sound combinations and words	○ Fully met ○ Partially met ○ Not met	
14.	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	○ Fully met ○ Partially met ○ Not met	
15.	instruction in patterns and word families is done after letter-sound correspondences in the unit	○ Fully met ○ Partially met ○ Not met	
16.	activities and materials are designed to elicit high levels of responding and engagement	○ Fully met ○ Partially met ○ Not met	
17.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	○ Fully met ○ Partially met ○ Not met	

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Section 3: Vocabulary			
In the core 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	o Fully met o Partially met o Not met	
2.	new words are introduced with a student-friendly definition that includes multiple unambiguous examples and non-examples	o Fully met o Partially met o Not met	
3.	words that have been taught are repeated multiple times in a variety of contexts	o Fully met o Partially met o Not met	
**4.	new words are integrated into sentences and students are prompted to use them in sentences	o Fully met o Partially met o Not met	
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	o Fully met o Partially met o Not met	
6.	there is cumulative review and practice of previously learned words	o Fully met o Partially met o Not met	
7.	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	o Fully met o Partially met o Not met	
8.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	o Fully met o Partially met o Not met	
9.	activities and materials are designed to elicit high levels of responding and engagement	o Fully met o Partially met o Not met	
10.	differentiation of vocabulary instruction is linked to assessment data, with flexible grouping based on students' needs and progress	o Fully met o Partially met o Not met	

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Section 4: Text Reading and Fluency			
In the core 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	○ 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	○ Fully met ○ Partially met ○ Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	○ 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	○ Fully met ○ Partially met ○ Not met	
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading	○ 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	○ Fully met ○ Partially met ○ Not met	

Section 5: Reading Comprehension			
In the core 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 met ○ Partially met ○ Not met	

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

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Grade 2

Section 1: Phonics and Word Study			
In the core 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	○ Fully met ○ Partially met ○ Not met	
2.	phonics lessons include step by step routines to teach new advanced phonics patterns	○ Fully met ○ Partially met ○ Not met	
3.	the phonics lesson format includes ○ 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	○ 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	○	
*5.	multi-syllable words are taught using prefixes, suffixes and know word parts that are taught explicitly	○ Fully met ○ Partially met ○ Not met	
6.	larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition	○ Fully met ○ Partially met ○ Not met	
7.	high-utility words are introduced and practiced to automaticity	○ 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	○ Fully met ○ Partially met	

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

Section 2: Vocabulary		
In the core instructional program…	**Rating**	**Evidence/Feedback**

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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	○ Fully met ○ Partially met ○ Not met	
2.	new words are introduced with a student-friendly definition that includes multiple unambiguous examples and non-examples	○ Fully met ○ Partially met ○ Not met	
3.	words that have been taught are repeated multiple times in a variety of contexts	○ Fully met ○ Partially met ○ Not met	
**4.	new words are integrated into sentences and students are prompted to use them in sentences	○ Fully met ○ Partially met ○ Not met	
5.	students are engaged in processing word meanings at deeper levels, to associate new words with known words	○ Fully met ○ Partially met ○ Not met	
6.	there is cumulative review and practice of previously learned words	○ Fully met ○ Partially met ○ Not met	
7.	students are exposed to a wide range of words through reading aloud from a wide range of stories and informational text	○ Fully met ○ Partially met ○ Not met	
8.	morphemic analysis is taught explicitly and systematically to support building word meaning through knowledge of root words, prefixes and suffixes	○ Fully met ○ Partially met ○ Not met	
*9.	students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes	○ Fully met ○ Partially met ○ Not met	
**10.	students are taught simple multiple meaning words	○ Fully met ○ Partially met ○ Not met	
11.	students are asked to demonstrate understanding word meaning by using words in oral and written sentences	○ Fully met ○ Partially met ○ Not met	
12.	activities and materials are designed to elicit high levels of responding and engagement	○ Fully met ○ Partially met	

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

Section 3: Text Reading and Fluency			
In the core 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 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	○ Fully met ○ Partially met ○ Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	○ 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	○ 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.	○ 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	○ Fully met ○ Partially met ○ Not met	

Section 4: Reading Comprehension			
In the core instructional program…		**Rating**	**Evidence/Feedback**
1.	the background knowledge needed to understand text that will be read by or to students is taught or activated	○ Fully met ○ Partially met ○ Not met	

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2.	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	○ Fully met ○ Partially met ○ Not met	
3.	modeling and reading aloud 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	○ Fully met ○ Partially met ○ Not met	
4.	text used for initial instruction in reading comprehension uses: • familiar vocabulary, • only words students can read accurately and have been learned previously, • previously learned content knowledge, • simple sentences, • short passages	○ Fully met ○ Partially met ○ 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	○ Fully met ○ Partially met ○ Not met	
6.	previously taught skills and strategies are connected with new content and text	○ Fully met ○ Partially met ○ Not met	
7.	lessons include explicit instruction in the use of conventions of informational text such as titles, headings, info from graphs and charts to locate important information	○ Fully met ○ Partially met ○ Not met	
8.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	○ Fully met ○ Partially met ○ 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	○ Fully met ○ Partially met ○ Not met	
10.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	○ Fully met ○ Partially met ○ Not met	

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Grade 3

Section 1: Phonics and Word Study			
In the core 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)	o Fully met o Partially met o Not met	
2.	phonics lessons include step by step routines to teach new advanced phonics patterns	o Fully met o Partially met o Not met	
3.	the phonics lesson format includes o brief cumulative review of previously taught skills, o a phonological warm up, o phoneme-grapheme matching, o word reading accuracy, o fluency building at the word, phrase, sentence and passage level, o sentence dictation, o transfer to text	o Fully met o Partially met o 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	o Fully met o Partially met o 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	o Fully met o Partially met o Not met	
6.	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words	o Fully met o Partially met o Not met	
7.	high-utility words are introduced and practiced to automaticity	o Fully met o Partially met o Not met	
8.	phonics patterns and high-utility words are taught and learned in isolation before being introduced in text that students read independently;	o Fully met o Partially met	

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

Section 2: Vocabulary		
In the core instructional program…	**Rating**	**Evidence/Feedback**

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

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

Section 3: Text Reading and Fluency			
In the core 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 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	○ Fully met ○ Partially met ○ Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	○ 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	○ 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.	○ 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	○ Fully met ○ Partially met ○ Not met	

Section 4: Reading Comprehension		
In the core instructional program…	**Rating**	**Evidence/Feedback**

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

		○ Not met	
12.	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	○ Fully met ○ Partially met ○ Not met	
13.	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	○ 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	○ Fully met ○ Partially met ○ Not met	
15.	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	○ Fully met ○ Partially met ○ Not met	
16.	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	○ Fully met ○ Partially met ○ Not met	
17.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	○ Fully met ○ Partially met ○ Not met	

Section 5: Usability			
In the core instructional program…		**Rating**	**Evidence/Feedback**
1.	materials are well organized and easy to locate	○ Fully met ○ Partially met ○ Not met	
2.	teacher editions are concise and easy to manage with clear connections between teacher resources	○ Fully met ○ Partially met ○ Not met	
3.	the reading selections are centrally located within the materials and the center of the focus	○ Fully met ○ Partially met ○ Not met	
4.	the content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding	○ Fully met ○ Partially met	

		○ Not met	
5.	the materials provide guidance about the amount of time a task might reasonably take	○ Fully met ○ Partially met ○ Not met	

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