



COLORADO
Department of Education

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

DRAFT

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 supplement 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

Section 1: Research Alignment - The program reflects current and confirmed research in reading and cognitive science.		Rating	Evidence/Feedback
1.	For the grades for which the program is submitted, the program must include evidence of alignment to ESSA Evidence Level 1, 2, 3, or 4.	<input type="radio"/> Met <input type="radio"/> Not met	
2.	The program provides evidence of being grounded in conceptual research and theoretical models with reference to research articles and websites. If the program is constructed for learning to read in a language other than English, provide the conceptual and research foundations, as well as evidence that it is not merely a translation of an English program.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	There is an obvious emphasis on teaching and learning the five essential early literacy skills.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	The program reflects the understanding that reading is a language-based skill and learning to read depends on mapping sounds to print.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 2: Explicit Instruction – Students are introduced to the new skill before they are asked to perform it.		Rating	Evidence/Feedback
1.	Lessons include instructional routines and/or scripts.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	Routines include language for the teacher to introduce, define or explain new skills through demonstration and modeling before students are asked to perform the skills.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

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

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

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

Section 6: Related Elements – The program contains features that are optimal for delivering effective instruction.		Rating	Evidence/Feedback
1.	Assessment <ul style="list-style-type: none"> • Formative (e.g., progress monitoring) • Summative (e.g., unit tests) • Framework for data-based decision making 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	Environment <ul style="list-style-type: none"> • Classroom management to support small group instruction 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

	<ul style="list-style-type: none"> • Motivation for students (e.g, built-in choice, charts/graphs of progress, immediate feedback on progress). 		
3.	<p>Professional Development</p> <ul style="list-style-type: none"> • Professional development and coaching are available to support implementing the program with fidelity. 	<ul style="list-style-type: none"> ○ Fully met ○ Partially met ○ Not met 	

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Supplemental Program Review Rubric

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

Kindergarten

Section 1: Phonological and Phonemic Awareness		
In the 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2. new skills are explicitly modeled using multiple unambiguous examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*3. strategies are used to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*4. segmenting at the level of individual phonemes is an instructional focus in second half of Kindergarten	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*5. students analyze spoken words at the phoneme level	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6. movement and/or manipulatives are used to make sounds in words concrete	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7. the order of attention to phonemes in three-sound words is first sound, last sound, middle sound	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8. instructional time is focused on high priority skills such as isolating beginning sound, blending, segmenting and manipulating phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

Section 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)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
**2.	letter-sound instruction integrates the letter name, sound, and how to write the symbol	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	the letter that represents the sound is explicitly modeled before students practice and apply	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	letter-sound combinations are learned to automaticity through frequent and cumulative review	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	phonics lessons include segmenting at the level of individual phonemes then matching graphemes to phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

		<input type="radio"/> Not met <input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
19.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
20.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

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

Section 4: Listening Comprehension

In the supplemental instructional program...		Rating	Evidence/Feedback
1.	students are taught to do an oral retelling of events or stories they listen to	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	story structure is explicitly modeled	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	high-utility Tier 2 words are pre-selected and taught before, during and after reading aloud	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	the materials support engaging in interactive discussion on a wide variety of topics	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	selections include questions to model and ask while reading aloud	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

First Grade

Section 1: Phonological and Phonemic Awareness			
In the 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	new skills are explicitly modeled using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice orally with immediate corrective feedback.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*3.	sounds are connected to letters through phoneme-grapheme mapping	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*4.	students analyze spoken words at the phoneme level	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	the order of attention to phonemes in three-phoneme words is first, last, middle sound	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*6.	instructional time is focused on high priority skills such as isolating beginning sound, blending, segmenting and manipulating phonemes	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	students are taught to blend and segment sounds in three-, four-, and 5 five-phoneme words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*8.	students are taught to pull apart the two sounds in consonant blends when segmenting	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
9.	students spend time practicing orally producing the sounds in spoken words, not just identifying the sounds or matching the sounds using objects or pictures	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

Section 2: Phonics and Word Study

In the supplemental instructional program...		Rating	Evidence/Feedback
**1.	phonics skills progress systematically from simple word types, word lengths, and word complexity to more complex words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, sentence and passage level, <input type="radio"/> sentence dictation, <input type="radio"/> transfer to text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	there is an explicit strategy for blending letter sounds into words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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	<input type="radio"/>	
**5.	there are multiple opportunities to blend and read words, and to use letter-sound correspondence to write words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	students are taught and practice how to build regular words for which they know all letter sounds	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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

Section 3: Vocabulary

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

Section 4: Text Reading and Fluency

In the 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the text students are asked to read independently includes only the letter-sounds, phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	there are sufficient numbers of controlled decodable text that align to the phonics scope and sequence to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	differentiation of fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

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 <ol style="list-style-type: none"> a. one-syllable words in isolation that contain short vowels, digraphs and blends, silent e, r-controlled vowels b. two-syllable words with short vowels, silent e, schwa c. 50 high-utility words with spelling patterns that haven't been taught (e.g., go, he, said, are, to, was, you, they, there, from) 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

2.	the background knowledge needed to understand text that will be read by or to students is taught or activated	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	comprehension strategies are taught with carefully designed examples and text selection	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	comprehension strategies are practiced and cumulatively reviewed over time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	students are hear models of teachers thinking aloud as they identify components of story structure	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	previously taught skills and strategies are connected with new content and text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8	text used for initial instruction in reading comprehension uses: <ul style="list-style-type: none"> • familiar vocabulary, • only words students can read accurately and have been learned previously, • previously learned content knowledge, • simple sentences, • short passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
9.	text used for reading comprehension instruction has an explicit structure (obvious beginning, middle and end)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
10.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Grade 2

Section 1: Phonics and Word Study		
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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2. phonics lessons include step by step routines to teach new advanced phonics patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3. the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, sentence and passage level, <input type="radio"/> sentence dictation, <input type="radio"/> transfer to text 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
*5. multi-syllable words are taught using prefixes, suffixes and know word parts that are taught explicitly	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6. larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7. high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8. phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	<input type="radio"/> Fully met <input type="radio"/> Partially met	

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

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

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

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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 4: Reading Comprehension

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

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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	text used for initial instruction in reading comprehension uses: <ul style="list-style-type: none"> • familiar vocabulary • only words students can read accurately and have been learned previously • previously learned background knowledge • simple sentences • short passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
**5.	there are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	previously taught skills and strategies are connected with new content and text	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
9.	a coherent sequence of questions and tasks supports students to examine language (vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
10.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Grade 3

Section 1: Phonics and Word Study			
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)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	phonics lessons include step by step routines to teach new advanced phonics patterns	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	the phonics lesson format includes <ul style="list-style-type: none"> <input type="radio"/> brief cumulative review of previously taught skills, <input type="radio"/> a phonological warm up, <input type="radio"/> phoneme-grapheme matching, <input type="radio"/> word reading accuracy, <input type="radio"/> fluency building at the word, phrase, sentence and passage level, <input type="radio"/> sentence dictation 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	there is sufficient practice in automatic reading of longer, more complex, multi-syllable words	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
7.	high-utility words are introduced and practiced to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
8.	phonics patterns and high-utility words are taught and learned in isolation before introduced in text that students read independently	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

	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 that haven't been taught in prior phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
10.	the number of irregular words introduced in a lesson is minimized encountered in text without being taught first.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
11.	instruction of similar, easily-confused letter patterns are separated in time	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
12.	there are multiple opportunities to read the previously learned regular and irregular words in the context of controlled decodable text -	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
13.	instruction in irregular, high-utility words focuses on predictable letter-sound combinations and irregularities	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
14.	regular and irregular words are cumulatively reviewed	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
15.	spelling is integrated with the phonics instruction	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
16.	activities and materials are designed to elicit high levels of responding and engagement	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
17.	differentiation of phonics instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 2: Vocabulary

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

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

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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the texts students are asked to read independently are controlled to include only the phonic elements and word types that have been previously taught in phonics lessons	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	fluency building in connected text is done only with passages the student can read accurately	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	

Section 4: Reading Comprehension

In the supplemental 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
2.	the specific content knowledge students will learn throughout the year is clearly stated and mapped out across the year	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
3.	the content taught throughout the year prepares students for later grades	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
4.	reading comprehension instruction progresses to more complex structures in which main ideas are not explicit and passages are longer	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
5.	reading comprehension is practiced with cumulative review over the course of the year	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
6.	the background knowledge necessary to understand text, that is read to or by students, is explicitly taught or activated	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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)	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
9.	text used for reading comprehension instruction uses: <ul style="list-style-type: none"> • familiar vocabulary • only words students can read accurately • previously learned background knowledge • more complex sentences • longer passages 	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
11.	previously taught content, skills and strategies are connected with new content and text	<input type="radio"/> Fully met <input type="radio"/> Partially met	

		<input type="radio"/> Not met <input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
14.	lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> 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	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	
17.	differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress	<input type="radio"/> Fully met <input type="radio"/> Partially met <input type="radio"/> Not met	