

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Benchmark Literacy Grade 2

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



CENTER ON
INSTRUCTION

The Reviewing a Reading Program Professional Development Participant’s Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant’s Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
the consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there	X	X	X	X	X	X	X	2	

their peers)?									letters/number system.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	0	<i>Publisher's Comment:</i> TRS Stands for Teacher's Resource System and this is located at the very front of the guide. This will be used for core instruction by classroom teacher.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	Only see general education classroom with thought that technology needed/used is in that room.
TOTAL								62	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	0	Review prevalent in lessons but don't see cumulative review.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	
8. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea)?		X	X					2	Review from grade 1.
9. Are individual sounds in a blend taught?		X	X					0	Review in phonics lessons, but not taught.
10. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					2	
11. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					2	
12. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
13. Is spelling taught during word learning so students can understand how sounds map onto	X	X	X	X	X	X	X	2	

print?									
14. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
15. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
16. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
17. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	
18. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
19. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				0	Did not find specific language
20. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				0	Did not find specific language
21. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
22. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	
23. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
24. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					1	
25. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Concept taught in each phonics unit by analyzing a multisyllable word.
26. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
27. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
28. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	2	

29. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	2	
30. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	2	
31. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	2	
32. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	Listed in Scope and Sequence, but unable to see in materials.
33. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	Not prominent or in scope and sequence.
34. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	2	
35. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	2	
TOTAL								48	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
10. Is fluency instruction integrated into each day's	X	X	X	X	X	X	X	2	

lesson?									
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	2	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types students have previously been taught)?		X	X	X	X	X	X	2	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	0	Not evident.
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	2	
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	<i>Publisher's Comment:</i> In the Fluency Development Assessment Book, there are opportunities for students to time and graph themselves on leveled passages.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	Not evident.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	Not evident.

27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	
TOTAL								46	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	0	Not evident.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	2	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	2	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	Front loading in week 1 and vocabulary notebooks are used.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									

Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	Can't find where the teacher offers an explicit explanation of word meanings. It seems more of a self-discovery approach. Appears to be a lot of it is student self discovery via partner work/vocabulary notebook.
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	0	Not evident.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	2	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	0	Not evident.
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	0	Not evident.

Morphemic analysis?			X	X	X	X	X	1	Taught in small groups
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	0	Not evident. Publisher's Comment: Dictionaries are not used; however, glossaries are used in some leveled text during small group instruction.
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL								53	

COMPRHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
8. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
9. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
10. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	

11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	Saw this in one of the teacher flip charts included in materials, though it wasn't labeled as Blooms (it was a 1-4 scale). Not prominent.
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
18. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
19. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
20. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
21. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
22. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	
23. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	1	
24. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
25. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	
26. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	

27. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2		
28. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2		
29. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	2		
30. After instruction, is there systematic review of:										
Literal comprehension?	X	X	X	X	X	X	X	2		
Retelling?	X	X	X	X	X	X	X	2		
Main idea?	X	X	X	X	X	X	X	2		
Summarization?	X	X	X	X	X	X	X	2		
31. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2		
TOTAL									68	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	Would be nice to have in the Teacher's Edition.
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	
TOTAL								4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	

2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	
TOTAL								8	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	
TOTAL								6	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	2	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	2	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	2	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								8	

