

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Imagine It! Grade 4

### 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.



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<b>INSTRUCTIONAL DESIGN (ID)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	x	X	X	1	
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	1	
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	1	
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	1	Addressed, but not sufficient.
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	
10. Is there a clear and logical organization to the lessons in:									Each component is evident, however organization is not clear and logical.
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> A clear and logical organization of each lesson is apparent in both the weekly lesson planner as well as the mini-planners in each section, with the order and procedure of each day's lesson clearly labeled.
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	1	
Addressing the components of reading	X	X	X	X	X	X	X	1	

every day?									
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Instruction is consistently explicit, concise, specific, and related to the objective. Routines and a Teach/Guided Practice/Apply pattern help to make instruction concise; Routine Cards can be found at the back of each Teacher's Edition.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Teacher directives are highly detailed to ensure accurate implementation.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	Question/answer format provides basic Bloom's taxonomy types of interactions.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									Each component is evident, however directions for the teacher are not explicit.
Modeling?	X	X	X	X	X	X	X	1	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	Excessive worksheets.
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Many guided practice opportunities are available for explicit teaching and teacher-directed feedback, not only before reading but during reading as well. In addition, after reading the selection the students engage in the Language Arts section, which is set up in a Teach/Guided Practice/Apply format so that teachers model the skill, help students perform the skill, and then turn over the responsibility of performing the skill to the students. This is similar to the reading section, where teachers in the beginning units model the use of comprehension strategies for students, who then take over the responsibility in later units.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> SRA Imagine It! provides clear guidance for the teacher to document student progress and to inform instruction. Formal Lesson Assessments occur at the end of each weekly lesson, while formal Benchmark Assessments are administered at the end of every 6 weeks. Clear cutoffs, percentage scores, and tracking information are given in the front matter of the Annotated Teacher's Edition of the Lesson Assessments and in the front matter of the

									Benchmark Assessment. Some of this information was not available previously to reviewers. Monitoring Progress boxes also offer opportunities to document student progress and to inform instruction.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	0	Vague connection among all five components.
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Scaffolding is a prominent part of every section of every lesson. Each lesson provides Monitoring Progress boxes that address the needs of Approaching Level, On Level, and Above Level students at point of use in each lesson. Each lesson also provides scaffolding for English Learners in the form of tips for Differentiating Instruction for English Learners. In addition, Differentiating Instruction for Workshop planners at the beginning of each lesson offer ideas of ways to help students who are Approaching Level, On Level, Above Level, or English Learners. Finally, separate components help to scaffold each lesson, such as Reteach or Intervention Guide for approaching-level students, Skills Practice Books for on-level students, Challenge for above-level students, and the English Learner Support Guide for English Learners.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	0	Vague instructions.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Differentiated instruction is prominent throughout the lessons in grade 4. Not only are there specific Differentiating Instruction planners, Reteach, Challenge, Intervention, English Learner support, and Leveled Readers, but everything is color-coded so that teachers can easily find materials or tips for English Learners (purple), approaching level learners (orange) on level learners (green) and above level learners (teal).
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	0	All four groups on one page; very general information.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
26. Are there guidelines for forming	X	X	X	X	X	X	X	1	

flexible groups based on student progress?									
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
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	1	<i>Publisher's Comment:</i> SRA Imagine It! should be taught by the general education classroom teacher. This is specified at the beginning of the program in the Introduction to Grade 4, as well as in the Administrator's Professional Development Guide.
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	<i>Publisher's Comment:</i> SRA Imagine It! should be taught by the classroom teacher in a general education classroom. This is specified at the beginning of the program in the Introduction to Grade 4 and the Getting Started section of the program, as well as in the Administrator's Professional Development Guide.
<b>TOTAL</b>								<b>34</b>	

<b>PHONICS (P)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	0	Item not evident.
8. Is spelling taught during word learning so students can understand how	X	X	X	X	X	X	X	1	

sounds map onto print?									
9. 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	1	
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
11. 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	<i>Publisher's Comment:</i> Students practice fluency with different phonics components including sound identification, CVC blending, word recognition, multisyllabic words, and text reading.
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
14. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	2	Suffixes, prefixes, and affixes taught in first three weeks.
15. 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	1	
16. Is a section of the program devoted to advances phonics (structural analysis) skills?			X	X	X	X	X	1	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	0	Skills are not taught explicitly.
18. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	1	
19. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	1	
20. 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	
21. Are there activities for distinguishing and interpreting words with multiple		X	X	X	X	X	X	1	

meanings?									
22. 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	0	Strategies are applied with worksheets; not an effective means for application.
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>21</b>	

<b>FLUENCY (F)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Fluency instruction is scaffolded with Leveled Readers available at the Approaching, On, Above, and English Learner levels. Instruction for each of the Leveled Readers is available in the Leveled Readers Teacher's Guide. In addition, depending upon the unit, a Leveled Reader for Science or a Leveled Reader for Social Studies is also available for students at the Approaching, On, Above, and English Learner levels, with scaffolded instruction available in the accompanying Leveled Readers for Science Teacher's Guide or Leveled Readers for Social Studies Teacher's Guide. Also, additional fluency instruction for struggling readers appears in the Intervention Guide.
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> SRA Imagine It! addresses all the dimensions of fluency—speed, accuracy, and prosody. The teacher models these dimensions, and the Listening Library CDs and the online Student Reader offer students a proficient model of fluent reading that they can access outside the classroom. Instruction is found in the Teacher's Editions as

									well as in the Leveled Readers Teacher's Edition, Leveled Readers for Science Teacher's Edition, and Leveled Readers for Social Studies Teacher's Edition.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
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	0	Occasional fluency tips, but not frequent enough.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Fluency instruction is not daily.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	0	Unclear which words are considered irregular for each lesson.
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	1	
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	1	
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	1	
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
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	1	
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	Item 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	0	Opportunities are available, but not sufficient.
21. Is the number of texts at each level sufficient to provide adequate practice		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Multiple texts at each level are provided every week for students. Not

opportunities?										only do students have weekly selections in their Student Readers, but Leveled Readers at the Approaching, On, Above, and English Learner levels are available to students. In addition, depending upon the unit, a Leveled Reader for Science or a Leveled Reader for Social Studies is also available for students at the Approaching, On, Above, and English Learner levels. Also, a Vocabulary Warm-Up and Science or Social Studies Inquiry allow students additional opportunities to build fluency every week. Finally, struggling readers have other opportunities for additional practice in the Intervention Guide.
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	X	1	
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	X	1	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	X	0	Discussed as an option in appendix.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	X	0	Item not evident.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	X	0	Item not evident.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	X	1	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	X	1	Found in program appendix and periodically in tips section.
<b>TOTAL</b>									<b>20</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	

5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	0	Item not evident.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
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	0	Read alouds are evident, but inconsistent with higher levels.
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	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	
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	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
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	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
17. Are students given multiple	X	X	X	X	X	X	X	1	

opportunities to use new words in reading sentences, paragraphs, or longer texts?									
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	1	
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	1	
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	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	0	Item not explicitly taught.
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	
<b>TOTAL</b>								<b>37</b>	

<b>COMPREHENSION (C)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	0	Scaffolding compiled by stories and strategies, not developmentally appropriate.
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Assessments to measure and monitor progress in comprehension are included in the Lesson Assessment for each week as well as at the end of every unit in the Benchmark Assessment.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	1	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	1	
11. 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	1	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle,	X	X	X	X	X	X	X	1	

and end?									
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
17. 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	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	Vague instruction
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
23. 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	1	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
25. 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	
26. 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	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
29. Are students taught to use graphic organizers to illustrate relationships	X	X	X	X	X	X	X	1	

among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?										
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Conventions of expository text, such as chapter headings, charts, and graphs, are taught repeatedly in <i>SRA Imagine It!</i> grade 4. Besides chapter headings, charts, and graphs, the program provides instruction for other text features, including captions, maps, and time lines.
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	X	0	Item not evident.
32. After instruction, is there systematic review of:										
Literal comprehension?	X	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	X	1	
33. 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	X	1	
<b>TOTAL</b>									<b>34</b>	

<b>STANDARDS ALIGNMENT</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	
<b>TOTAL</b>								<b>2</b>	

<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (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	1	Minimal opportunities	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1		
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	0	Worksheets; not creative thinking.	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1		
<b>TOTAL</b>									<b>3</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (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	1	Excessive assessments may interfere with daily instruction.	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1		
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1		
<b>TOTAL</b>									<b>3</b>	

<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (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	1	
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	1	
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	1	
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	
<b>TOTAL</b>								<b>5</b>	