

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Scott Foresman Reading Street, Common Core Edition ©
Grade 1

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.



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 <i>(e.g., examples, strengths, concerns, questions)</i>
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	Research used in instructional approaches and program strategies are included in the Common Core 101 book.
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	The five components of reading are addressed each week.
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	Common Core Standards are listed throughout the teacher's editions. Student goals are listed before each week and each unit.
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	Instruction increases in difficulty within each unit.
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	Each daily lesson follows the same routine and structure.
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	2	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	2	



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 a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	Teacher modeling occurs on a daily basis.
Guided practice with feedback?	X	X	X	X	X	X	X	2	Guided practice occurs on a daily basis.
Student practice and application?	X	X	X	X	X	X	X	2	The "On Their Own" section in the lessons allow for students to practice and apply what they have learned.
Cumulative review?	X	X	X	X	X	X	X	2	A cumulative review is included on Day 5 of each week. A review of the previous week's skills usually occurs on Day 4.
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	2	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	Teachers are encouraged to use corrective feedback throughout all lessons.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Some differentiated instruction during the week merely asks the student to reread the selection. Higher level thinking skills are not always included for differentiation of higher ability students.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Small group lesson plans are available for every day for all levels.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	



27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	Higher level thinking skills are not always included for differentiation of higher ability students.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
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	2	
TOTAL								68	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonological/phonemic awareness instruction explicit ?	X	X						2	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						2	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						2	
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						2	The program builds on past skills, reviews those skills, and introduces new skills.
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X						1	A spiral review is maintained. Skills are reviewed from chapter to chapter.
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness ?	X	X						2	There is formative assessment on Day 5 with a spelling test that goes along with phonological/phonemic awareness for the week. There are also phonics weekly assessments.
7. Is PA only a small portion of the daily lesson?	X	X						2	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X						2	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						2	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						2	
11. Does PA start with larger units (words and syllables) and progress to smaller units	X	X						2	Starts with phonemes and chunks.



(phonemes)?									
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						2	
PHONEMIC AWARENESS									
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						2	Early units use shorter words and as units go on words get bigger.
14. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						1	Clapping, raising hands, giving thumbs up, etc. are used to show PA connections. Some basic physical representations used.
15. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						2	For the most part, chunks and sounds at the beginning and end of words are taught before vowels in the middle.
16. Are there blending activities at the phoneme level?	X	X						2	
17. Are there segmenting activities at the phoneme level?	X	X						2	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X						2	Students are asked to do this quite a bit as a daily oral activity.
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						2	
20. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						2	This is found in weekly stories and phonics lessons.
21. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						2	
22. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						2	
TOTAL								42	



PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	This is taught Days 1-3 with review and assessment
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
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	The skill is taught , modeled and students work through guided practice and apply the skill.
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	Only reviews skill from previous week, not from prior weeks before that.
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	2	
7. Does the program teach both consonants and vowels?	X	X						2	
8. Are short vowels taught before long vowels?	X	X						2	Long vowel instruction does not begin until Unit 2.
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	Some blends and digraphs are taught in Unit 1 of first grade.
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						2	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X					2	
12. Are individual sounds in a blend taught?		X	X					2	
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						2	
14. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					2	Through the Sound by Sound blending Routine.
15. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					2	
16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						2	In the decodable readers and the weekly reading selections.
17. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	
18. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	



19. 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	
20. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						2	
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	Cumulative review only from previous week, not from weeks prior to that.
22. 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	2	
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	Students read three weekly with additional decodable texts available.
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				2	
25. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	Not explicitly clear within program.
26. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						2	
27. 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				2	
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
29. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	Words are introduced by the teacher prior to reading text.
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	High frequency words are reviewed in context. They are not cumulatively reviewed throughout the year.
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X					2	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	Through formative assessments, with a lack of whole group teaching.
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
34. Are students taught strategies to read		X	X	X	X	X	X	2	



multisyllabic words by using prefixes, suffixes, and known word parts?									
35. 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	
36. 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	Spelling strategies are taught together in mini-lessons.
37. 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	2	
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	2	
39. 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	
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	2	
TOTAL								74	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	Yes, through modeling, oral/paired/choral reading.
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	Fluency instruction occurs daily.
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	1	Not reviewed directly, but worked on throughout the year.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	There are daily formative assessments, monitoring, and summative assessments on Day 5.
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	These are taught every week on Day 3 and Day 4.
9. Are letter-sounds taught and practiced frequently	X	X						2	



to promote automaticity?									
10. 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	2	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	It is included in Days 1-5 through Decodable Readers and selections.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	2	
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	2	
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						2	
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	
17. 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	
18. 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	
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
20. 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	
21. 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	
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	The program would benefit from more decodable books at instructional levels, especially because of the shortness of books at a first grade level.
23. 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	
24. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	How to pair a student can be found at pearsonsuccessnet.com , but not



										located in teacher manuals at all.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	X	2	
27. Is there continuous progress monitoring of oral reading fluency?		X	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	X	2	
TOTAL									53	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	Yes, via Amazing Words, high frequency words and words from the selection.
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	Vocabulary is taught daily.
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	Students must apply and use words orally in sentences.
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	1	More selections could be made available at individual levels for reading in class and at home.
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	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	Each lesson introduces the word, demonstrates it, applies it, and then displays the word.
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	2	
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	The vocabulary words for the week are found in selections, but not necessarily after that week.
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	2	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
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	2	
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	2	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	2	
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	2	
TOTAL								65	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
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	Comprehension skills are reviewed throughout the entire year, not just with the previous week's skill.
6. Are assessments included to measure and monitor progress in comprehension ?	X	X	X	X	X	X	X	2	Summative and formative assessments are given weekly.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	Metacognition seems to be lacking somewhat in program.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	Provided during Teacher read alouds, decodable readers, and selected texts.
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	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	



14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	2	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	Students are asked to retell on Day 3 and also sequence pictures after the stories.
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	2	
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	2	
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	Provided through teacher read alouds and audio texts.
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	Provided through decodables, leveled readers, passages and selections.
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
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	2	
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	2	
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	2	
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	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	
29. 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	



30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
32. 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	
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	2	
TOTAL								69	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	Standards are listed weekly
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	2	
TOTAL								4	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
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	Goals are provided before each lesson.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	More leveled readers could be made available for students to read in class



										and take home.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	X	2	
TOTAL								7		

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
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 <i>(e.g., examples, strengths, concerns, questions)</i>
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	Online training is free and available 24/7.
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	2	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, 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	2	



TOTAL		10	
-------	--	----	--

