

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Scott Foresman Reading Street, Common Core Edition ©
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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Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

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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	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	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	All five components are addressed consistently throughout the week and across each unit.
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	Oral language skills are addressed through vocabulary concepts related to the weekly selection and in the writing component. Spelling instruction is connected to phonics and vocabulary components.
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	1	Objectives and goals are located at the bottom of the page and are sometimes difficult to locate to reference clearly and easily.
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	Instructional materials increase in difficulty and require students to apply skills within a variety of activities.
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	While some activities emphasize across-content instruction, they all require students to apply reading-related skills.
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	1	The order of instructional activities and lesson procedures for each day are consistent and easy to follow. The amount of instructional material suggested for Day 1 seems to exceed the allowed 90 minute block without support to determine which instructional activities are critical.
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	Materials necessary for each lesson are



										included and easy to identify in the Teacher's Edition.
the consistency of each day's lesson format?	X	X	X	X	X	X	X	X	2	The daily and weekly lesson format is consistent.
addressing the components of reading every day?	X	X	X	X	X	X	X	X	1	Most of the five reading components are addressed every day.
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	X	1	Each lesson is concise, specific, and related to the lesson objective. Time for students to apply the lesson in text (through independent or partner reading) seems limited in terms of time allotted within the 90 minute block.
12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	X	2	Teacher directives are clear and concise in language so that they are easy to reference and implement accurately.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	X	1	Most of the instructional time takes place in a whole-group setting. There are opportunities for students to turn and talk to engage in discussions, but there are very few opportunities for small group interactions between students and teacher.
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	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:										
Modeling?	X	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	X	1	While materials and instructional suggestions are provided, student practice is not an embedded component of the daily lesson.
Cumulative review?	X	X	X	X	X	X	X	X	2	
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	X	1	Most of the guided practice opportunities take place in a whole-group setting. Differentiation is addressed through modifications to the assignment or activity, but not through instructional approach or skill identification.
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	X	1	There are assessment tools listed in the Teacher's Edition for formative assessments. Support for teachers in using formative assessments to create instructional groupings and drive instruction is not provided.
18. Does instruction make a clear connection among all five components?	X	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 provided with suggestions in the <i>Corrective Feedback</i> text box for how to address specific challenges. Language for specific feedback (corrective or positive) is not provided to teachers.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	1	Differentiation is addressed in terms of the amount of work (i.e. number of words to use in sentences) students must complete and the resources (leveled) used. Support for teachers in using varied instructional activities or strategies is not included in the Teacher's Edition.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	Support for teachers in determining <i>how</i> to differentiate is not included in the teacher resources.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	Directions state that differentiation is needed, however instructional support for teachers in providing differentiation is limited.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	Small group instruction is not emphasized as an integral part of the daily 90 minute block.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	Support for English Language Learners is referenced in the Teacher's Edition.
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	There are three levels identified (below, on level, and above level), however they are not clearly defined.
TOTAL								55	



PHONICS (P)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	1	Some upper-level phonics concepts are addressed (i.e. doubling rule for adding suffixes that begin with a vowel), however they are not clearly explained for teachers.
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	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	There is an optional phonics assessment included in the online assessment tool.
6. Are assessments included to measure and monitor progress in phonics ?	X	X	X	X	X	X	X	2	A portion of the questions on weekly assessments address phonics concepts.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Sound to symbol decoding and encoding instruction at the beginning of the year is direct and explicit. As instruction transitions to etymology, towards the middle of the year, instruction becomes less direct and explicit.
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	Spelling lists connect to phonics skills, however phonics instruction does not explicitly support students in making this connection.
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	Phonics skills seem to be connected to the weekly reading selection (vocabulary) than along a continuum of simple to more complex.
10. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	Optional unit review includes the previous spelling/phonics lessons (one each day) with new words added.
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	2	Fluency practice connects to phonics skills and concepts.
12. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	2	
13. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	2	
14. Are students taught strategies to		X	X	X	X	X	X	2	



read multisyllabic words by using prefixes, suffixes, and known word parts?									
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	2	
16. Is a section of the program devoted to advanced phonics (structural analysis) skills?			X	X	X	X	X	2	
17. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	2	
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	Some spelling strategies are provided.
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	2	
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	2	
21. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	2	
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	2	
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	2	
TOTAL								40	



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	
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	While a formal cumulative fluency assessment is not provided, the passages do become increasingly difficult and cumulative in nature.
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	2	
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	Fluency is integrated daily. Formal instruction is included in Day 3 whole-group lessons and Days 4 and 5 small-group lessons.
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	2	
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		X	X	X	X	X	X	1	Leveled readers are not connected to phonics skills or concepts.



phonic elements and word types students have previously been taught)?									<u>Publisher Comment</u> Fluency practice is provided each week in the Student Edition. Practice includes work with decodable texts and texts that include phonic elements and word types students have been previously taught.
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. 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	
20. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
21. 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	1	Baseline test are included for beginning of year placement. Instructional support for teachers to progress monitor students for determining correct placement throughout the year is not provided.
22. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
23. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	Having students time themselves is not an expectation. <u>Publisher Comment:</u> A reproducible Fluency Progress Chart is available in <i>First Stop Grade 2</i> . Student timing and graphing results would be at the discretion of the classroom teacher.
24. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	There are no specific directions for how to pair students for partner reading. <u>Publisher Comment:</u> <i>First Stop Grade 2</i> teacher resource offers professional development on the nature of fluency and how best to implement different types of fluency practices.
25. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	There is no specific instruction in error correction to use when reading with a partner. <u>Publisher Comment</u> Daily fluency lessons provide teachers suggestions for corrective feedback that students can use with the teacher or when reading with a partner.



26. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
27. 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 <i>(e.g., examples, strengths, concerns, questions)</i>
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	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	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	1	Leveled readers are provided (three titles per week). There is a suggested list of genre-based text for teachers to supplement.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	Vocabulary instruction takes place before reading to build background knowledge and is addressed in



										small groups throughout the week.
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		
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	2		
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		There are a variety of instructional activities included for vocabulary instruction.
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		Word morphology skills are taught in conjunction with spelling.
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	
Morphemic analysis?			X	X	X	X	X	2	
Etymologies?				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	Instruction on how and when to use context clues was provided.
TOTAL								70	

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	
6. Are assessments included to measure and monitor progress in comprehension ?	X	X	X	X	X	X	X	2	Weekly Selection Assessments address comprehension skills and strategies.
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	Strategies are repeatedly practiced and retaught.
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	Comprehension skills and strategies are connected to appropriate text for application.
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	2	
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	Each unit begins with a teacher read aloud and short passage to introduce the skill.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
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	
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	
21. Is there a variety of narrative and expository books at the appropriate		X	X	X	X	X	X	2	



readability level for student practice?									
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	2	
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								72	

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	
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	Instructional strategies for implementing the Common Core State Standards are clearly defined within the program. Explanations are also included for why specific standards are a critical component of student learning.
3. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	Indiana Academic Standards are located at the beginning of each unit.
TOTAL								6	

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	X	X	X	X	X	X	X	1	



learning from texts?										
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	X	1	Suggestions for supplemental readings are provided, but the recommended texts are not included in the materials.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	X	2	
TOTAL									6	

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	Baseline Assessment and Unit Exams are included for screening and monitoring growth. Diagnostic assessments (running records) are included for supporting decisions regarding instructional grouping.	
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	1	The Professional Development Plan outlines a variety of options for training teachers, instructional specialists/coaches, and administrators/district leaders. The cost for professional development is not included in the plan. <u>Publisher Comment</u> <i>Reading Street</i> includes a variety of professional development resources for teachers to learn new concepts and practice what they have learned.



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	<p>This support is offered in the Professional Development Plan. The cost of this support is not included in the materials provided.</p> <p><u>Publisher Comment</u> <i>Reading Street</i> offers professional development for all teachers, coaches, administrators, and peers on how best to implement the program in any classroom.</p>
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	<p>This support is offered in the Professional Development Plan. The cost of this support is not included in the materials provided.</p> <p><u>Publisher Comment</u> Assessment in <i>Reading Street</i> is designed to be integrated with instruction to keep students on the path to reading success by informing instruction.</p>
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	1	<p>This support is offered in the Professional Development Plan. The cost of this support is not included in the materials provided.</p> <p><u>Publisher Comment</u> <i>Reading Street</i> is designed to meet the needs of all individuals responsible for delivering instruction to students, including classroom teachers, literacy coaches, teacher's aides, and principals. To that end, program professional development can be readily customized to meet a variety of needs and levels of experience. Determining which professional development resources will be most useful and how to customize those resources is at the discretion of the individual district or school.</p>
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	<p>This support is offered in the Professional Development Plan. The cost of this support is not included in the materials provided.</p> <p><u>Publisher Comment</u> <i>Reading Street</i> provides in-class modeling and online professional development support available 24/7 to provide additional training and follow-up.</p>
TOTAL								5	

