

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Scott Foresman Reading Street, Common Core Edition ©
Grade 5

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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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	1	Rationale for instructional approaches was located in the Common Core 101.
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	It was felt that the components were addressed in a repetitive sort of way. Phonics instruction was appropriate for 5th grade.
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	It is very useful to have the common core standards referenced at the point of inclusion.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	It seemed that the skill level did not increase and that procedures were vague or simply restated.
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:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
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	1	
addressing the components of reading every day?	X	X	X	X	X	X	X	1	
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	1	



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:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	Skills taught in previous week are reviewed in the next week's independent learning stations.
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	"Reading Sleuth" was a nice addition.
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	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
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	Differentiated instruction is available, but seemed to be with little variety.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	Assessment options are dominant throughout the program, beginning with initial placement assessment to progress monitoring and with selection and unit tests.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	The options for small group instruction seem to be minimal.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	Beginning placement assessment with progress monitoring occurs weekly through selection and unit assessments and ongoing fluency assessment.
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	There seems to be EL support, but was unable to reference an additional EL manual that was referenced.
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	
TOTAL								48	Overall, the program was liked, and it seems to be very do-able in a 5th grade classroom.

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	Phonics instruction is included that is appropriate for 5th grade. It is assumed that students have mastered phonetic elements, so phonics instruction is included through morphological skills - root words, prefixes, suffixes, syllables.
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	Instruction is systematic for those appropriate skills.
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	Program includes a nice feature with reviewing skills taught the previous week in the following week's independent learning station. Those phonics skills taught are reviewed the next week.
6. Are assessments included to measure and monitor progress in phonics ?	X	X	X	X	X	X	X	1	The only assessment observed was in the weekly spelling tests.
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Decoding and spelling patterns taught in weekly spelling lessons.
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 is extensive but not in sound/symbol to 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	Skills are practiced and reviewed in independent learning stations each week
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	Fluency focuses on phrasing with an emphasis on appropriate 5th grade morphological elements.
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	1	A vocabulary handbook is in the back of the student edition that provides an explanation for 5th grade skills of vocabulary elements. References throughout teacher's editions for online vocabulary activities through Reading Street, but was unable to access these.
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 advanced 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	1	
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 meanings?		X	X	X	X	X	X	1	
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	1	
23. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	The words did not seem to be integrated very well.
TOTAL								23	



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	While fluency activities do not have a lot of variety, there are sufficient opportunities for practice.
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	1	On each day of lessons scattered throughout the year, the same thing is done; it doesn't seem to become increasingly difficult.
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	Past reads are not reviewed, but a fresh one is always offered.
6. Are assessments included to measure and monitor progress in fluency ?	X	X	X	X	X	X	X	2	Fresh Reads contains many resources in addition to the fluency passage at the end of every week's selection.
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 lesson?	X	X	X	X	X	X	X	1	Fluency seems to be pushed later in the week. It's listed each day but is not very strong. Daily progression begins with teacher modeling on day 1 and moves to repeated practices on days 2 and 3 and then assessment is on day 4.
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	There seems to be no evidence of this. Decoding skills are mastered by 5th grade so fluency practice is the expectation.
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	1	
15. Is fluency practice introduced after students are		X	X	X	X	X	X	1	



proficient at reading words accurately (e.g., in lists, sentences, and passages)?									
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	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	1	
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	1	
20. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	There can never be enough text to expose students to various texts!
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	2	
22. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	A guide is available with each fluency assessment in each unit.
23. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	1	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 didn't seem to be any evidence of routines for partner error corrections. <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	Fluency checks are at the end of weekly selections and through Fresh Reads.
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	Page x (10) of the "Fresh Reads" manual has a chart - a little different than other charts in that it shows



										where the student should be in their progression in order to meet the end-of-year goal.
TOTAL									36	

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	Vocabulary words from the previous week are reviewed in independent learning stations.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	2	Vocabulary is assessed in a baseline assessment at beginning of the year, in weekly assessments, and in unit and end-of-year tests.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	Both listening and speaking are included.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	Use of words in writing was not observed.
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	Teacher read-alouds emphasizing vocabulary words are a part of each lesson.
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	In addition to the leveled readers and Reading Sleuth, suggestions for trade level books are provided.
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	2	Vocabulary is reviewed in independent learning stations the next week. Since it takes several contacts with a word to make it part of a student's vocabulary, this review is a good component.



13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	
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	A cited routine directs the students to discuss the word using their background knowledge - students don't always have the background knowledge and need more teacher-directed examples (as was the case in the example provided). This is a good strategy, but need to be careful that students have the background to discuss (especially EL students),
Checking students' understanding?	X	X	X	X	X	X	X	1	Understanding can be checked in various ways as with the traditional worksheet and through ACCESS Text notes, but more instruction may need to be provided for the strategic intervention students.
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	Teacher read-aloud is excellent for exposure to vocabulary words through listening.
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	1	Again, prior knowledge is not always there, especially with EL students. Background knowledge has to be built with many students.
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	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	There may not be sufficient instruction and practice for affix meanings.



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	Students may need additional practice for mastery of multiple meanings.
Synonyms?	X	X	X	X	X	X	X	1	Some think-alouds provided to teach synonyms seemed too advanced for student understanding.
Antonyms?	X	X	X	X	X	X	X	1	Reading passages used to teach vocabulary concepts such as antonyms, etc. were included in student edition. These were good passages for student to see examples in context.
Homonyms?		X	X	X	X	X	X	1	
Figurative meanings?		X	X	X	X	X	X	1	
Morphemic analysis?			X	X	X	X	X	2	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	There was instruction on different types of dictionaries (online, glossaries), and when appropriate to use each resource.
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	No vocabulary instruction is complete without some clever supplementing by the teacher. There were several examples of context clues, but further support was provided.
TOTAL								54	

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	Good comprehension skill introductions in student editions with "Envision It" - explicitly taught with teacher direction.
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	1	
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	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	Instruction was explicit and practiced a few more times, but might need more practice for mastery.
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	2	
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	2	Teacher Read Aloud and Short passages are routine in weekly selections.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
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	1	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
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 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	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	2	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	2	Comparison strategy is practiced in the "text to text" and "Think Critically" sections.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	Complexity occurs between the simple text used to illustrate the skill, the weekly reading passage and Sleuth.
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	1	Concept map is often used, but not a lot of variety offered in choice of graphic organizers.
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	1	
Summarization?	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-		X	X	X	X	X	X	2	In student edition, students are instructed to use self-directed strategies to improve their reading. These suggestions are included on the specific comprehension skill



taking, and visualizing relationships and events in the text)?										pages.
TOTAL									56	

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	Evidence of CCSS is everywhere!
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	
3. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	2	
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	Selections are high interest and the "Build Oral Language" section creates a concept map with student input and interaction.
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	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	
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	
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	The assessments were clearly defined; maybe a bit time-consuming to administer but clearly defined levels of expectation.

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	Professional development options were included in the review. These options would largely depend on the commitment of the school corporation and of the teacher to take advantage of online and other avenues of professional development.
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	A plan is available.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	Administration and interpretation are very clearly defined in accompanying testing manuals.
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	
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								7	



