

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Smarty Ants Reading World Program 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.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (e.g., 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	Students do not actually read stories on their own and answer comprehension questions.
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	0	No evidence of explicit instruction in other dimensions of reading. <u>Publisher Comment:</u> Via the interactive teachers' guide available on the dashboard, printable and online resource pages with guided writing activities are available. authentic children's books are read to the students and by students and they then answer comprehension questions, so listening comprehension is addressed. Oral language is developed via the songs and Coach in the game often tells the child to orally repeat after him. The online interactive guided practice activities are found at the end of each lesson and after every 3 letters in Lessons 1 and 2 and they include oral language development with the child doing activities where they repeat sentences orally, practice reading aloud and read conversations aloud.
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	Although there may be more complex sentences in later lessons, each story only has one sentence per page.
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	0	<p>Logical order is not clear, however format is repetitive.</p> <p><u>Publisher Comment:</u> The front matter to the TG explains the clear order of each lesson beginning with letter sounds, word building, word matching, story building, story matching, etc. Each lesson is provided a strong systematic – logical order.</p>
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 every day?	X	X	X	X	X	X	X	0	<p>No evidence of each component being addressed daily.</p> <p><u>Publisher Comment:</u> Smarty Ants Reading World builds into each level and lesson of instruction the components of reading.</p>
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	0	<p>Although objectives are clear and direct instruction is provided, there is a lack of explicitness.</p> <p><u>Publisher Comment:</u> Each Smarty Ants Reading World lesson and game play each day includes direct, explicit instruction from Coach via teaching videos.</p>
12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	0	<p>No evidence of teacher directives to ensure accurate implementation.</p> <p><u>Publisher Comment:</u> Smarty Ants Reading World provides a strong and consistent structure to student implementation through the scope and sequence and scaffolded supports within the program. In addition the Smarty Ants Reading World TG provides implementation strategies for whole group, small group, and 1:1 instructional needs.</p>
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	0	<p>The majority of student instruction is completed online with direct interaction with a computer.</p> <p><u>Publisher Comment:</u> Smarty Ants Reading World utilizes the research on "Covieing" from the Joan Ganz Cooney Center. The program provides explicit strategies which enables teachers and parents to have frequent interactions with students utilizing the program. Including interactive teaching videos, auto teaching videos, student created songs, stories, Daily Woof – which highlights student achievement, graduation diplomas, etc.</p>



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	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	
Cumulative review?	X	X	X	X	X	X	X	0	A clear cumulative review is not evident. <u>Publisher Comment:</u> Students review the skills learned at the end of each lesson with a cumulative review provided as they build their final story which utilizes all of the skills learned. In addition at the end of each level of lessons a pool evaluation is provided.
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	0	There are guided practice activities, however they are computer directed. Teacher directed feedback is not evident. <u>Publisher Comment:</u> The lessons are not computer-directed practice, they are direct instruction. The guided practice activities at the end of each lesson are for practice and are also provided as pages that can be printed and used.
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	0	The connection is not clear. <u>Publisher Comment:</u> Smarty Ants Reading World lessons follow the same progression of learning letter sounds, building words, stories, and doing vocabulary development via word matching and developing phonemic awareness via rhyme time activities. Students complete each lesson by creating a story with the skills they've attained.
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	X	X	X	X	X	X	X	0	Feedback is given by the program.



(corrective or positive)?										<u>Publisher Comment:</u> Feedback is given by the program constantly and continually.
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	X	1	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	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	X	0	Small group is noted as an option of how to set up your classroom, but not a specific part of the program. <u>Publisher Comment:</u> Whole group, Small group and 1:1 is noted as the options a teacher chooses based on their student/classroom needs.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	X	0	It is noted to use data from assessments to form groups, but no specific guidelines are provided. <u>Publisher Comment:</u> There are three types of Dashboards with Smarty Ants Reading World. The teacher dashboards allow for flexible groups to be assigned based on student progress.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	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	X	1	
TOTAL									23	

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						1	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						1	



3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X								1	
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X								1	
5. Does phonological/phonemic awareness instruction include cumulative review ?	X	X								1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X								1	
7. Is PA only a small portion of the daily lesson?	X	X								1	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X								1	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X								1	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X								1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X								1	
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X								1	
PHONEMIC AWARENESS											
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X								1	
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	
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	X	X								1	



in words?										
16. Are there blending activities at the phoneme level?	X	X							1	
17. Are there segmenting activities at the phoneme level?	X	X							1	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X							1	
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X							1	
20. Are the words used in PA activities found in subsequent word lists and text readings?	X	X							1	
21. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X							0	Did not see a pronunciation guide in materials given. <i>(No publisher comment provided for the First Grade program.)</i>
22. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X							1	
TOTAL									21	

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	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	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	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	



9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X						1	
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							1	
11. Are digraphs taught as single sounds (e.g., /sh/, /ch/, /th/, /ai/, /ea/)?		X	X						1	
12. Are individual sounds in a blend taught?		X	X						1	
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X							1	
14. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X						1	
15. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X						1	
16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X							1	
17. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X		1	
18. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X		0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
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		1	
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							1	
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X		1	
22. Is emphasis placed on fluency practice for each phonics component (e.g.,	X	X	X	X	X	X	X		0	Explicit fluency instruction is not included for each of the phonics components listed.



students read connected texts?										<u>Publisher Comment:</u> Students are taught sight words and word lists prior to seeing words in connected text. Irregular and regular words are then taught within the context of connected text.
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X					0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
31. Is there sufficient practice with individual letter-sounds before larger orthographic units are taught?		X	X						1	
32. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X		0	Not evident. <u>Publisher Comment:</u> Words are reviewed as often as is indicated by the student's performance and use of the word in the program.
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X		0	Not evident. <u>Publisher Comment:</u> Think aloud is continually used within the program as Coach and Flea provide this strategy constantly within each activity. Students initially are shown (visually/auditorily) the skill by Coach and can select flea whenever they want to see/hear it identified again.
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X		0	Although multisyllabic words are referenced, specific strategies to read them are lacking. <u>Publisher Comment:</u> Students are taught strategies to read multisyllabic words with prefixes and suffixes in Level 10.
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		0	No evidence of explicit instruction with syllable types was found or references in the scope and sequence. <u>Publisher Comment:</u> Specific instruction is provided in the use of syllables. See the scope and sequence, program and teacher's guides.
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		0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
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		0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>



38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
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	0	Application is not evident. <u>Publisher Comment:</u> Strategies of advanced phonics are presented in Smarty Ant Reading World Lessons.
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	The phonics skills practiced with the games are applied to the stories read online.
TOTAL								24	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction explicit?									Actual fluency instruction is unclear in the materials given to review. It seems the fluency portion of the program consists of students reading along with the computer prompts, reading out loud to themselves, but it is vague as to if/when student would read TO or WITH a teacher. <u>Publisher Comment:</u> Teachers have students in the groups read the letters, words, sentences and stories they have learned and created. As students work in SARW they hear short sentences/phrases spoken aloud. At the same time they see images with encapsulated words and phrases on the storybot or dogtop computer. These words and phrases float around the screen out of correct order so students can click on the words or phrases to put them in correct order. This chunking of phrases moves students from word calling to reading with a natural pace and rhythm.
2. Is fluency instruction systematic?									Fluency instruction is not systematic enough. <u>Publisher Comment:</u> SmartyAnts Reading World provides students with systematic instruction in fluency instruction. Students are continually hearing the directions to an activity then asked to repeat or state the word, sing the song which then leads into writing and reading a story they've written on from the letters, sounds, and words they've learned.



3. Does fluency instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> The program offers a comprehensive program through 69 lessons and 11 levels. The program teaches fluency continually throughout those lessons and levels in a coordinated and sequential manner.
4. Is fluency instruction scaffolded?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> As students progress in SARW the fluency components are continually reinforced and build upon what they have learned in previous lessons. Through skill building activities students are offered multiple opportunities to work on fluency as they play the skill building games and create/read stories.
5. Does fluency instruction include cumulative review?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Students are continually assessed throughout each activity they complete with cumulative results provided to the teacher in the teacher data dashboard. Students results place them in various components of the program; e.g. more practice, moving on, etc.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> SmartyAnts Reading World diving pool assessment specifically identifies the students strengths and challenges.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> SARW provides models and practice for automaticity, pacing, and prosody
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> The characters (coach, flea, etc.) continually model the components of fluency as well as highlights for teachers how to best instruct relative to fluency needs in the Teacher's Guides.No evidence of this found in the materials viewed.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to	X	X	X	X	X	X	X	0	No specific guidelines on teacher feedback are provided.



students?										<u>Publisher Comment:</u> The SARW program was developed to be an interactive program for students on the computer as well as for teacher's to be highly engaged with their students. The program and teacher's guides allow for multiple opportunities for teachers to provide feedback throughout each lesson. In addition teachers are provide reports from the teacher data dashboard which provides them with valuable feedback information they can utilize with their students.
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	X	1	Fluency practice is daily with instruction coming from the program.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	X	1	Repetition is evident.
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Irregular words are taught to be recognized automatically.
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Multisyllabic words are routinely emphasized to insure an appropriate level of fluency is attained.
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X							1	
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	X	0	Research based strategies are not evident. <u>Publisher Comment:</u> The strategies have a strong research basis to them. The teacher data dashboard provides analysis which includes time in program; where teachers can identify timed readings, as well as their accomplishments which relate to fluency.
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	X	1	
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	X	1	
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	X	0	There is not a strong balance of narrative and expository text. <u>Publisher Comment:</u> SARW provides a variety of text structures for



									student to read aloud.
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	1	
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	0	It is unclear that an instructional or independent level is found. All texts are decodable based only on phonics skills being taught. <u>Publisher Comment:</u> SARW uses both phonics decodable text and authentic literature through commercially provided literature from Candelwick Press, the Houndsley and Catina series, and the Roop Science series. SARW provides multiple practice opportunities for each lesson the student is completing.
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	0	<u>Publisher Comment:</u> See guided reading levels for the various series in the program including candelwick press series, houndsley and catina and Roop Science series. Students also write stories and are provided a new story in each lesson they complete.
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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Teachers can view the teacher data dashboard to identify the results students are having with various text and text structures.
24. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Partner reading is provided in the lessons 70+ as students record their portion of a story then they read certain pages and their virtual friends ready give pages.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Teachers have the opportunity to measure reading fluency with the books the students



									create and read from as well as review the recordings of stories students read in the program.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	0	Not evident. <i>(No publisher comment provided for the First Grade program.)</i>
TOTAL								7	

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	1	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	0	No evidence of a coordinated instructional sequence. <u>Publisher Comment:</u> The program offers a comprehensive program through 69 lessons and 11 levels. The program teaches vocabulary development throughout those lessons and levels in a coordinated and sequential manner.
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> The program employs strategic vocabulary scaffolding as identified in the enclosed program and teacher's guides.
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	No evidence of this found in the materials viewed.
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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> SARW provides both narrative and expository texts for students to experience through listening



										and reading.
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	X	0	No evidence found. <u>Publisher Comment:</u> The program provides authentic literature read to students in the program and by the teacher.
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	X	0	No evidence of this found in the materials viewed. <u>Publisher Comments:</u> As students create books using words they have learned they have multiple opportunities to be engaged with books at their independent reading level. These books are saved to their own private library collection too!
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	X	0	No evidence found. <u>Publisher Comment:</u> Teachers have the opportunity as well as do students within the program to deliver and receive vocabulary instruction before-during-and after reading.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	X	0	While words are selected for each lesson, the amount of words varies and they are not all robust. <u>Publisher Comment:</u> Each lesson provides students with a specific list of words they will learn explicitly.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	X	0	While many words are taught, the relevance of some of the words is questioned. <u>Publisher Comment:</u> Students are taught high frequency words as well as useful words in a thoughtful, scope and sequenced manner.
15. Does the instructional routine for vocabulary include:										
Introducing the word?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> The program introduces the vocabulary words.
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	X	0	Student explanations aren't provided. <u>Publisher Comment:</u> The program addresses students in an age appropriate manner with fun and engaging characters like Coach and Flea.
Clarifying the word with examples?	X	X	X	X	X	X	X	X	1	



Checking students' understanding?	X	X	X	X	X	X	X	1	No evidence of this found in the materials viewed.
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	0	While multiple contexts are provided, they are not considered to be "rich". <u>Publisher Comment:</u> The program exposes students to words in a variety of skill building activities (snowboarding, dog park races, story quiz game show, treadmill, rock climbing, hoops, end zone, etc. In addition students are exposed to words in the reward zone, ant home, dance studio and more!).
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Coach and Flea along with the student's teacher (from the teacher's guide) utilize everyday language as they explain to students the meaning of various words.
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Previously taught words and activities are continually used to access student's background knowledge as new words and meanings are taught.
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	0	No evidence found. <u>Publisher Comment:</u> Student utilize new words they have learned in skill building activities, practice activities, writing stories, etc. Teachers can also provide whole group, small group and additional individual opportunities to students to use their new words.
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	Although practice comes in multiple contexts, not all of the strategies listed are a part of the program.
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	0	No evidence found in the materials viewed. <u>Publisher Comment:</u> Program strategies are taught over time through a scaffolded scope and sequenced program.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them		X	X	X	X	X	X	0	There are lessons where the children work with prefixes and suffixes, but the meanings of these



to words?									are not included. <u>Publisher Comment:</u> The meanings of prefixes and suffixes are taught in an applied manner with Coach and Flea. Students learn various prefixes and suffixes - connect them to words and place those words in stories.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	0	No evidence found in the materials viewed. <u>Publisher Comment:</u> Word meaning is taught through a variety of strategies including in context, use of prefixes, suffixes and the base word.
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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Concepts of word meanings are taught with instruction from Coach and Flea as well as with various visual and auditory strategies within the program.
Multiple meanings?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Multiple meanings are by both the program and teacher (utilizing the teacher's guide).
Synonyms?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>
Antonyms?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>
Homonyms?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>
Figurative meanings?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>



23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>
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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Students utilize various strategies to determine word meaning as appropriate to their preferred learning style. Explicit definitions and word meaning strategies but a student may also choose to employ the use of context to gain meaning as well.
TOTAL								9	

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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> The story quiz game show is accessible to students after they complete a set number of skill building games on the activity board First students hear a story read aloud in the Story Quiz game show. While listening to the story student view the text and illustrations on each page to reinforce understanding. Then in the format of a television game show students are asked questions about the story. Metacognitive thinking strategies are modeled by the game show host. Students have additional opportunities in SARW for comprehension as well.
2. Is comprehension instruction systematic ?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> The program offers a comprehensive program with over 70 lessons and 12 levels. The program teaches comprehension development throughout those lessons and levels in a coordinated and sequential manner.
3. Does comprehension instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed.



										<u>Publisher Comment:</u> The program offers a comprehensive program through 69 lessons and 11 levels. The program teaches comprehension development throughout those lessons and levels in a coordinated and sequential manner.
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> The program employs comprehension scaffolding as identified in the enclosed program and teacher's guides.
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	X	1	<u>Publisher Comment:</u> Students are continually assessed throughout each activity they complete with cumulative results provided to the teacher in the teacher data dashboard. Students results place them in various components of the program; e.g. more practice, moving on, etc.
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	X	0	No evidence of comprehension based assessments this found in the materials viewed. <u>Publisher Comment:</u> SmartyAnts Reading World diving pool assessment specifically identifies the students strengths and challenges.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	X	0	No evidence of comprehension strategies being taught. <u>Publisher Comment:</u> Metacognitive thinking strategies are modeled by the game show host. Students have additional opportunities in SARW for comprehension as well (e.g. word building, creating a story, skill building, etc.)
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	X	0	While the program has students practice certain skills frequently, this was not noted for comprehension strategies. <u>Publisher Comment:</u> Students are frequently exposed to strategies in a routine and predictable manner so they have the opportunities to see them multiple times.
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	X	1	Previously learned skills are applied, however not as strong in comprehension.
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	X	0	Hard to tell the varying levels of text. <u>Publisher Comment:</u> Students apply those strategies with text they have created as well as text provided within the



										program appropriate to their current level.
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	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Students apply those strategies with text they have created as well as text provided within the program appropriate to their current level.
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> The program employs the use of a variety of coordinated strategies which students take the opportunity to choose based on preferred learning style all within the context of a strong scope and sequence to skill development.
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	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	X	1	
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Instruction identifies the beginning middle and end as the student is working through skill building by various methods.
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	X	0	Not evident. <u>Publisher Comment:</u> Coach and Flea model using think alouds and teachers are provided strategies within the teacher's guides for a variety of these type strategies as well.
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	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Whole group and small group questions are provided within each lesson. In addition students will hear questions modeled in the program.
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> SARW provides a variety of text structures including fiction and non fiction for students to listen to.
19. Is instruction in narrative and	X	X	X	X	X	X	X	X	0	No evidence of this found in the materials



expository text structures explicit?									viewed. <u>Publisher Comment:</u> Narrative and expository text structures are presented and taught to students.
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> SARW provides a variety of text structures for students to read.
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	0	No evidence of this found in the materials viewed, especially for advanced learners. <u>Publisher Comment:</u> SARW provides books at an appropriate level to students reading level; in addition students create stories with words they have learned.
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	0	Texts contain familiar words, but not always concepts. Not all words can be classified as "useful". <u>Publisher Comment:</u> SARW utilizes previously taught and learned words and concepts with students throughout the program.
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	0	No evidence of this found in the materials viewed. <u>Publisher comment:</u> Teachers have the opportunity as well as do students within the program to deliver and receive vocabulary instruction before-during-and after reading.
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	0	Not evident. <u>Publisher Comment:</u> Students are taught main idea using pictures/illustrations to the concepts they are learning.
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	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> SARW moves in a scope and sequenced manner - as students learn various reading skills they are moved on to more complex skills.
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	0	Not evident. <u>Publisher Comment:</u> Stories highlight a variety of characters, settings, events, etc in the stories students write as well as



										the authentic literature used in the program.
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Stories are shared as the approval of the student; where discussions occur on story components. Story grammar is corrected with the student as the story is developed within the program - where explicit instruction is being provided on what is correct grammar and what is not.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	X	0	Sentences become longer, but stories have only one sentence per page even in later lessons. <u>Publisher Comment:</u> Story grammar does progress from simple to more complex in the SARW scope and sequence of skills, etc.
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	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> Teachers are provided graphic organizers in the teacher's guides.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <u>Publisher Comment:</u> SARW provides the conventions of story headings/titles, author, etc. as appropriate to the student's current level.
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	X	0	No evidence of this found in the materials viewed. <i>(No publisher comment provided for the first grade program.)</i>
32. After instruction, is there systematic review of:										
Literal comprehension?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> The program provides for literal comprehension in the Story Quiz Game Show and other skill building activities.
Retelling?	X	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Students have the opportunity to retell stories they've written. Teacher's can provide opportunities to students to retell stories and skills they are working on or have learned in whole and small group.



Main idea?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> The stories/text identify the main idea and works on these skills with students.
Summarization?	X	X	X	X	X	X	X	0	Not evident. <u>Publisher Comment:</u> Stories/text are summarized and worked on with students.
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	0	The program is self-directed, but not all of the strategies listed are included. <u>Publisher Comment:</u> SARW provides a program where students can move at their own pace.
TOTAL								4	

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	1	
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	1	
TOTAL								2	

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	1	



2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	0	No explicit goal set found in the materials. <u>Publisher Comment:</u> Because students are assessed and begin where their ability level is they move forward in a reasonable and appropriate manner. SARW sets goals to achieve each lesson and level at an appropriate pace to their learning temperament.
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	Evidence found of decodable texts, worksheets, and some authentic literature read aloud to students on computer, but not a variety.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	0	Each student is at his/her own computer. <u>Publisher Comment:</u> Students have the opportunity to share the stories they've created, discuss the skills they've learned on various levels. Students identify the rewards they've attained by winning smarty coins and buying items of their choice, too. Each student is at his/her own computer.
TOTAL								2	

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	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	0	Instruction is differentiated by the computer. <u>Publisher Comment:</u> The teacher data dashboard provides results and highlights the use of the results based on student needs.
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	
TOTAL								2	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
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										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	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	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	X	1	
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	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	X	1	
TOTAL									5	

