

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Smarty Ants Reading World Program Kindergarten

### 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	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	0	Resources are not evident to help teachers understand the rationale for the instructional approach and program strategies.  <i>(No publisher comment provided for the Kindergarten program.)</i>
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	1	
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	0	Objectives are not clearly stated in the lessons or in the available resources.  <i>(No publisher comment provided for the Kindergarten program.)</i>
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	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	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	2	
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	X	X	X	X	X	X	X	2	



INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
objective?									
12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	0	No evidence of teacher directives to ensure accurate implementation.  <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.
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	0	The majority of student instruction is completed online with direct interaction with a computer.  <u>Publisher Comment:</u> Smarty Ants Reading World utilizes the research on "Coviewing" 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.
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	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed	X	X	X	X	X	X	X	1	



INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
feedback (for typically progressing readers and more for struggling readers)?									
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
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	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	0	There were no opportunities for immediate teacher feedback, because it is a computerized individual program.  <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	2	
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	0	No evidence of specific directions for differentiating instruction.  <i>(No publisher comment provided for the Kindergarten program.)</i>
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	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	0	No evidence of guidelines for forming flexible groups.  <u>Publisher Comment:</u> There are three types of Dashboards with Smarty Ants Reading World. The teacher dashboards allow for flexible



INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
									groups to be assigned based on student progress.
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	1	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>39</b>	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is phonological/phonemic awareness instruction explicit?	X	X						2	
2. Is phonological/phonemic awareness instruction systematic?	X	X						2	
3. Does phonological/phonemic awareness instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X						1	
4. Is phonological/phonemic awareness instruction <b>scaffolded</b> ?	X	X						1	
5. Does phonological/phonemic awareness instruction include <b>cumulative review</b> ?	X	X						1	
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X						2	
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						0	No evidence of instructions for phonemic awareness activities to alert the teacher to student readiness.  <i>(No publisher comment provided for the Kindergarten program.)</i>



<b>PHONOLOGICAL/ PHONEMIC AWARENESS (PA)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> (e.g., examples, strengths, concerns, questions)
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	
13. Do students count the number of words in spoken sentences?	X							0	No evidence provided. <i>(No publisher comment provided for the Kindergarten program.)</i>
14. Are there rhyming activities (recognition and production)?	X							1	
15. Are there alliteration activities?	X							0	Alliteration was not listed by as a phonemic awareness skill. <i>(No publisher comment provided for the Kindergarten program.)</i>
16. Are there activities that involve counting the number of syllables in a word?	X							1	
17. Are there activities that involve blending and segmenting syllables in a word?	X							2	
18. Are there activities for students to blend onsets and rimes?	X							2	
<b>Phonemic Awareness</b>									
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						1	
20. 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	
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	
22. Are there blending activities at the phoneme level?	X	X						1	
23. Are there segmenting activities at the phoneme	X	X						1	



PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
level?									
24. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?	X	X						1	
25. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						1	
26. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
27. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						1	
28. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						2	
<b>TOTAL</b>								<b>31</b>	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is phonics instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	1	
4. Is phonics instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in <b>phonics</b> ?	X	X	X	X	X	X	X	2	
7. Does the program teach both consonants and vowels?	X	X						2	
8. Are short vowels taught before long vowels?	X	X						2	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	
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	



PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	1	
17. 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	
18. 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	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
20. 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	
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				0	No evidence of ample decodable texts to practice applying skills.  <i>(No publisher comment provided for the Kindergarten program.)</i>
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				0	Trade books are not used as enrichment and were not a front load to new learning.  <i>(No publisher comment provided for the Kindergarten program.)</i>
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
24. Are irregular words that are visually or	X	X						1	



PHONICS (P)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
phonemically confusing (e.g., saw/was, where/were, of/off) separated?									
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				0	As lessons progress multiple (4+) words are taught. In addition, the words that they consider HFW include octopus (lesson 63), cow (lesson 40), which are not usually considered High Frequency Words.  <u>Publisher Comment:</u> The program introduces regular and irregular words at a level manageable to each student given the level they are at in the program.
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				1	
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	
<b>TOTAL</b>								<b>31</b>	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction <b>explicit</b> ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>fluency</b> ?	X	X	X	X	X	X	X	0	No evidence of assessments included to measure and monitor progress in fluency.



FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									<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.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						2	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	0	Teachers would not be able to practice fluency without pulling students from the program.  <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	1	
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is an explicit strategy taught as students transition from reading words in lists to reading	X	X						1	



FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
connected text?									
<b>TOTAL</b>								<b>11</b>	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	0	Explicit vocabulary instruction is not strong.  <u>Publisher Comment:</u> Vocabulary instruction is explicit. It significantly enhances a students' vocabulary, through skill building games and activities at each lesson and level.
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include <b>coordinated instructional sequences and routines</b> ?	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 <b>scaffolded</b> ?	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 <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	No evidence found.
7. Is emphasis placed on listening and speaking <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	



VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher Comment:</u> The program provides authentic literature read to students in the program and by the teacher.
11. Does vocabulary instruction occur before, during, and after reading?	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.
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	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.
13. Are important, useful, and difficult words taught?	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.
14. Does the instructional routine for vocabulary include:									
Introducing the word?	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	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



VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									and Flea.
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	No evidence found.
15. 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 found.  <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.
16. 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.
17. 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.



VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	0	Not evident.  <u>Publisher Comment:</u> Program strategies are taught over time through a scaffolded scope and sequenced program.
19. 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 found.  <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 found.  <i>(No publisher comment provided for the Kindergarten program.)</i>
Antonyms?	X	X	X	X	X	X	X	0	No evidence found.  <i>(No publisher comment provided for the Kindergarten program.)</i>
20. 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 found.  <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.
<b>TOTAL</b>								9	



COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is comprehension instruction <b>explicit</b> ?	X	X	X	X	X	X	X	0	<p>No evidence found.</p> <p><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.</p>
2. Is comprehension instruction <b>systematic</b> ?	X	X	X	X	X	X	X	0	<p>No evidence found.</p> <p><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.</p>
3. Does comprehension instruction include <b>coordinated instructional sequences and routines</b> ?	X	X	X	X	X	X	X	0	<p>No evidence found.</p> <p><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.</p>
4. Is comprehension instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	0	<p>No evidence found.</p> <p><u>Publisher Comment:</u> The program employs comprehension scaffolding as identified in the enclosed program and teacher's guides.</p>
5. Does comprehension instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	<p><u>Publisher Comment:</u> Students are continually assessed throughout each activity they complete with cumulative results</p>



COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									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 <b>comprehension</b> ?	X	X	X	X	X	X	X	0	No evidence of comprehension based assessments 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	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	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. 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	0	No evidence found.  <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.
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	0	No evidence found.  <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



COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									style all within the context of a strong scope and sequence to skill development.
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher Comment:</u> Instruction identifies the beginning middle and end as the student is working through skill building by various methods.
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	0	No evidence found.  <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.
15. 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	0	No evidence found.  <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.
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher Comment:</u> SARW provides a variety of text structures including fiction and non fiction for students to listen to.
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher Comment:</u> Narrative and expository text structures are presented and taught to students.
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization,	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher comment:</u>



COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
graphic organizers)?									Teachers have the opportunity as well as do students within the program to deliver and receive vocabulary instruction before-during- and after reading.
20. 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	No evidence found.  <u>Publisher Comment:</u> Students are taught main idea using pictures/illustrations to the concepts they are learning.
21. 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	No evidence found.  <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.
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	0	No evidence found.  <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.
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. 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	0	No evidence found.  <u>Publisher Comment:</u> Teachers are provided graphic organizers in the teacher's guides.
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	0	No evidence found.  <u>Publisher Comment:</u> SARW provides the conventions of story headings/titles, author, etc. as appropriate to the student's current level.
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	0	Not evident.



COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									<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	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.
<b>TOTAL</b>								<b>5</b>	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
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	
<b>TOTAL</b>								<b>2</b>	



<b>MOTIVATION AND ENGAGEMENT (M&amp;E)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	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	0	It is an individualized web based program. Students will have limited opportunities to work together.  <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.	
<b>TOTAL</b>									<b>4</b>	

<b>ASSESSMENT (A)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	1		
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1		
<b>TOTAL</b>									<b>3</b>	



<b>PROFESSIONAL DEVELOPMENT (PD)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Score</b>	<b>Comments</b> <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	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, 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	
<b>TOTAL</b>								<b>5</b>	

