

# GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

## Common Core State Standards Treasures 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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<b>INSTRUCTIONAL DESIGN (ID)</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> (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	
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	K-6 stapled set (not in book) & T42 in the resource section of the book.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	Goals and objectives are not clearly stated during instruction for students, just in plans for teacher. (See Book 6: 7G "Objectives", Book 6: 6A "Priority Skills and Concepts", 6E-F for teacher & "Focus Question" daily for students, & CCSS Lesson Plan inserts "Essential Question" for students.)
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	Book 6: 7F Decodable Reader, Leveled Practice (worksheets), 9A "Skills Trace", 9C "5 Day Grammar", 9D "5 Day Writing", 9H Decodable Reader, 9I "5 Day Spelling", 36/37 Paired Selection, Preteach Vocabulary/High-Frequency Words story, Read-Aloud Anthology, Cross Curriculum Leveled Readers & Database (more, printable), Leveled Classroom Library, Oral Vocabulary Cards, Time for Kids, Weekly Assess., Unit Assess., Banchmark Assess., Quick Checks to guide instruction, 6G-H Differentiated Instruction (Sound-Spelling WorkBoards, Sound-Spelling Cards, Photo Cards, High-Frequency Word Cards, Visual Vocabulary Resources, Leveled Readers), & 6I-J (Digital Resources, Leveled Reader Activities, Literacy Workstations, & Weekly Contracts).
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	

9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Book 6: 6G-H: Small Group, 6E-F: Whole Group, 6I-L: Centers
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	
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	Not consistently explicit in comprehension (especially metacognition), vocabulary, or decoding strategy instruction. Book 1: 63F & 77N: Decodable Reader 1 & StudentWorksPlus (Interactive Student Book to preteach). Word-Building Cards are used to blend unknown words.
12. Are teacher directives highly detailed 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	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	Not enough independent practice for student application of five components during independent reading at independent level. Group practice each day implements phonemic awareness/phonics (New Adventures with Buggles and Beezy CD & Phonics/Word Study activities "My To-Do List"), Fluency (Fluency Solutions CDs, StudentWorksPlus Interactive Student Book & Leveled Reader Database as well as Leveled Reader Activities), Vocabulary is consistent throughout (Leveled Readers, Main Story, Decodable Readers, Read-Aloud Anthology, and

									supplemental Student Books), & Comprehension is applied on days 2-5.
Cumulative review?	X	X	X	X	X	X	X	1	
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	1	
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	Book 1: xiv, S97-S98, 33KK (even includes DIBELS results to inform instruction), 61KK-61LL, etc.
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	Book 1: 7F asks students to choral read, but then scaffolds based on the level of support needed.
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	2	Leveled Readers (Approaching, On Level, ELL, Beyond Level, & Leveled Reader Database), Leveled Practice, Leveled Classroom Library, RTI Tiers 1-3, Differentiated Spelling List, Differentiated Small Group Instruction
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	Quick Checks (found at the bottom of the "Suggested Lesson Plan"), Weekly Assessments, & Fluency Assessment determine instruction. Also included are DIBELS and TPRI Links.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	Specific instructions not found easily.
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly	X	X	X	X	X	X	X	1	

behind their peers, students more than one grade level behind their peers)?										
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The program is intended for the classroom teacher. The label of Teacher's Edition is meant to indicate that use. Due to the various ways in which school districts and individual schools identify classroom teachers, the school would determine who will receive and use program components.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> The materials are intended for the teacher/student setting. Materials are identified as teacher materials and student materials. Due to the various ways in which school districts and schools are organized, the specific setting for which the materials are to be used in a particular school is to be determined by the school.
<b>TOTAL</b>									<b>44</b>	

<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> (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction <b>explicit</b> ?	X	X						2	Lots of modeling and guided practice.
2. Is phonological/phonemic awareness instruction <b>systematic</b> ?	X	X						2	
3. Does phonological/phonemic awareness instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X						2	
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	Spiral Review. PA is also reviewed during Small Group times on days 2-4 for Approaching Level students.
6. Are assessments included to <b>measure and monitor progress in phonological/phonemic awareness</b> ?	X	X						1	Spelling tests. PA is also assessed through the Student Weekly Assessments.
7. Is PA only a small portion of the daily lesson?	X	X						1	PA is part of "Oral Language" instruction (~15-20 minutes per day).
8. Does each day's lesson focus on only one or two PA skills (as opposed to	X	X						1	

several)?										
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X							1	“Quick Checks” (as found on the “Suggested Lesson Plan” pages).
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							2	Blend sounds to make words, isolate sounds, categories, contrast vowel sounds, substitution, deletion, where sound is located in words, syllable deletion, reversal, etc.
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X							2	
<b>PHONEMIC AWARENESS</b>										
13. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X							2	
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	Letter cards and pockets charts to do guided practice. Elkonin Boxes used sometimes, found one on 117D in Unit 1 book. Book 1: 11D
15. When PA activities are at the phoneme level, do students’ activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X							0	Beginning and ending blending are mixed with short vowels. The order for targeting sounds is not clear. The beginning and ending sounds appear to be mixed.
16. Are there blending activities at the phoneme level?	X	X							2	
17. Are there segmenting activities at the phoneme level?	X	X							2	
18. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X							1	
19. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X							2	
20. Does the program specify when oral language PA activities should be phased out?	X	X							1	<i>Publisher’s Comment:</i> Instruction was intentionally provided throughout the year to provide for the diverse needs for students in any given classroom. If phonemic awareness

									instruction is not needed, it can be dropped by the classroom teacher or done as quick activities for continued practice.
21. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
22. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						0	<i>Publisher's Comment:</i> The Sound Pronunciation CD Rom is available. In addition the articulation features on the Sound Spelling cards offers guidance on sound production. In addition, the modeling in each phonics lesson offers provides guidance on sound pronunciation for continuous and stop sounds.
23. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	<a href="http://connected.mcgraw-hill.com">http://connected.mcgraw-hill.com</a>
<b>TOTAL</b>								<b>30</b>	

<b>PHONICS (P)</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> (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	2	
3. Does phonics instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	
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	1	Spiral Review
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	Spelling Tests and Student Weekly Assessments are also used to monitor progress and guide instruction.
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					1	Vowels and blends taught together and out of order. Word Families for short a, i, (l Blends & Blends with Final Blends), o, e, and then u vowels are taught, as based on research. Order is listed in unit overview at beginning of each unit (Unit Planner).

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						2	
12. Are individual sounds in a blend taught?		X	X						2	
13. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X							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	"Practice" has both practicing and then trying more difficult words.
16. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X							2	Mostly in guided practice, very little independent practice with decodable texts. Lots of options are available with even more available to print on-line.
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		2	Phonics, Spelling, and High Frequency/Vocabulary instruction is 30 minutes per day.
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	<i>Publisher's Comment:</i> Working closely with our authors Dr. Jan Hasbrouck and Dr. Tim Shanahan, it was determined that the instruction in grade 1 focus on giving students support to blend and decode words early on so that students can begin reading early in the grade. Our author input indicated that children do not have difficulty in decoding with blends and it is strong motivation for children to be able to decode and read as many words as they can early on.
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	<i>Publisher's Comment:</i> Working closely with our authors Dr. Jan Hasbrouck and Dr. Tim Shanahan, it was determined that the instruction in grade 1 focus on giving students support to blend and decode words early on so that students can begin reading early in the grade. Our author input indicated that children do not have difficulty in decoding with blends and it is strong motivation for children to be able to decode and read as many words as they can

										early on.
21. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	X	1	
22. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	X	1	
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X					2	
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X					1	There are leveled readers for approaching, on target, and beyond as well as EL readers. "Get Ready Story", Decodable Reader, Basal (main story, Tues/Fri), 2nd Decodable Reader, Student Book Paired Selection.
25. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X					1	
26. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X							1	<i>Publisher's Comment:</i> The word lists at the back of each teacher's edition lists high-frequency words taught in each week. The sequence of words can also be found in the Unit Planner.
27. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X					0	Decoding instruction for irregular words and common sounds not found.
28. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X					1	
29. Are irregular words pre-taught before students read connected texts?	X	X	X	X					2	
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X					1	
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	X	0	Decoding strategies that would include chunking or ways to decode multisyllabic words not found in instruction.
33. Does the program provide teacher		X	X	X	X	X	X	X	1	

modeling of a think-aloud strategy to aid in multisyllabic word analysis?									
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	
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	1	
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	1	
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	1	Found re- and un- word parts. lin- or -ful word parts not located.
38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
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	1	
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
<b>TOTAL</b>								<b>49</b>	

<b>FLUENCY (F)</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> (examples, strengths, concerns, questions)
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</b> and <b>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 fluency?	X	X	X	X	X	X	X	2	Fluency Assessment is in the Diagnostic Assessment as well as the Fluency Assessments (Approaching Level students are

									checked 3 times per 6 weeks, On Level are checked 2 times per 6 weeks, and Beyond Level are checked 1 time per 6 weeks).
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	Leaves out accuracy and isn't very explicit with speed. RTI (Response to Intervention) Tier 2 has "Targeted Skill Support" books. Fluency is one of these. Day 3 of Small Group addresses all elements of fluency instruction. "Word Automaticity" is accuracy. See Book 1, 33 X-Z. The Practice Book includes a fluency/comprehension check page during small group work time. The teacher is asked to model expression (prosody) prior to assessing students.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	A Read-Aloud Anthology selection is included on a weekly basis. The Small Group lesson plans also include "model for students" directions.
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 students?	X	X	X	X	X	X	X	1	They call it "Corrective Feedback".
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	Blending only. "Word Building Cards" are used.
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	
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	1	Time readings used only as an assessment in practice book. Peer Reading - See Book 1: 33A, 33Q ("Reread for Fluency"), 33EE ("Develop Speaking/Listening Skills"). This is typically done with On Level students. Repeated Readings - See Book 1: 33Q, 33Y, 33DD, 33EE. This is typically done with all levels of students.
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	1	
18. Does fluency practice involve		X	X	X	X	X	X	1	

decodable texts (texts that include phonic elements and word types students have previously been taught)?									
19. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	1	
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. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	
22. 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	
23. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	1	Need to purchase triumphs for the lowest level readers. You can go to the "Leveled Reader Database" to print books at any level.
24. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	1	Textbook company assumed teachers used DIBELS (paired with TRC) to determine reading levels. That TPRI must be something similar to DIBELS. Guided Reading levels are listed for Leveled Readers each week, which gives you the labels (Approaching Level, On Level, Beyond Level, and ELL).
25. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	1	The Teacher Edition states, "See fluency norms in Fluency Assessment to interpret results".
26. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Since paired reading is done during "Small Group" time, they would have a choice of anyone in their group (similar levels). You can also search the "Leveled Reader Database" by "Benchmark Level", which leads me to believe the students will be leveled based on Benchmark Assessments (don't have these to view).
27. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	0	Did not find the use of partner reading. Since paired reading is done during "Small Group", the text states that the teacher should "circulate, listen in, and provide corrective feedback". Students are not taught how to correct other students.
28. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	1	"Approaching Level" - 3 times per 6 weeks, "On Level" - 2 times per 6 weeks, and "Beyond Level" - 1 time per 6 weeks.

29. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	1	Book 6: 167KK states that, “43-63 words correct per minute (WCPM)” is the fluency goal for all children at this grade (by the end of Book 6).
<b>TOTAL</b>								<b>29</b>	

<b>VOCABULARY (V)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Scores</b>	<b>Comments</b> (examples, strengths, concerns, questions)
1. Is vocabulary instruction <b>explicit</b> ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction <b>systematic</b> ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include <b>coordinated instructional sequences</b> and <b>routines</b> ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction <b>scaffolded</b> ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include <b>cumulative review</b> ?	X	X	X	X	X	X	X	1	“Last Week’s Words”, Weekly Assessment, and (possibly) the Unit Assessment
6. Are assessments included to measure and monitor progress in <b>vocabulary</b> ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	Read, Spell, Write, High Frequency Word Cards
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	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	

15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
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	Couldn't find extended vocabulary instruction. There are a lot of "Word Banks" and practice with the words. (Group Meeting)
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> In units 4-6 of grade 1, students are taught various vocabulary strategies each week. Instruction on various strategies, in addition to Dictionary is taught over time to ensure understanding and correct application.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Meanings of prefixes and roots are taught in the second half of grade 1.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Meanings of prefixes and roots are taught in the second half of grade 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	Found in Book 4.
Synonyms?	X	X	X	X	X	X	X	1	Found in Book 5 (Grammar).

Antonyms?	X	X	X	X	X	X	X	1	Found in Book 5 (Grammar).
Homonyms?		X	X	X	X	X	X	1	Publisher's Comment: Instruction on homonyms can be found in various lessons teacher edition lessons.
Figurative meanings?		X	X	X	X	X	X	1	Found in Book 3.
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	1	Found in Books 4, 5, & 6.
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	Found in Books 1, 4, 5, & 6.
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	By choice of teacher or district. Independent Activity Vocab/Spell & Differentiated Lists and Activities
<b>TOTAL</b>								<b>45</b>	

<b>COMPREHENSION (C)</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> (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	1	Metacognitive comprehension strategies are not taught explicitly.
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	Spiral Review
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	Not all metacognition strategies are taught explicitly. Students are also not applying strategies independently in their independent level texts.
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
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	1	
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	1	
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	1	
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	1	
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	1	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	1	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
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	1	

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	1	
27. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
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	
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	1	
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	1	
Retelling?	X	X	X	X	X	X	X	1	
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-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	1	<p>There is a lot of guided practice and modeling and not enough independent practice.</p> <p>Day 5 of “Whole Group” instruction always reviews comprehension strategies. The teachers is to help students transfer the strategy by defining the strategy, followed by modeling the strategy for the students, and finally asking a focus question (for students to apply how this strategy helps them comprehend when reading texts).</p>



										included a sample of each of these.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	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	X	1	An "End of Week" Assessment page is included (Teacher Edition) that includes a "prescription" for those that need reinforcement.
<b>TOTAL</b>								<b>4</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> (examples, strengths, concerns, 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	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	0	Is there instruction for teaching teachers how to interpret assessments?
4. Is program PD customized to meet participants' varying needs (e.g., first year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Customized professional development is planned with the district based on their needs. Plans include initial implementation sessions as well as others that are planned based on the district needs.
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	0	Information about PD support was not found.
<b>TOTAL</b>								<b>3</b>	