

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Literacy By Design 2013 Houghton Mifflin Harcourt
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.



**CENTER ON
INSTRUCTION**

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Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	1	This can be found in the Professional Handbook-Program overview.
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	This can be found in the Professional Handbook which includes the Gradual Release Model and 5 components of Reading.
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	The following additional dimensions of reading were found: Oral Language, Spelling, Writing, Discriminate Listening, and Speaking.
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	2	
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	
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	2	
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	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	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	There are many opportunities through "turn and talk."



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	There is modeling with read alouds, think alouds and Big Books
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	There are opportunities for student application in the vocabulary journal, skills masters, decodable books, and leveled readers.
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	
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	1	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	Leveled readers are utilized for differentiating instruction.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	1	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	1	
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	There are minimal activities for advanced students.
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	X	X	X	X	X	X	X	1	



grade level behind their peers)?										
TOTAL									41	

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	Ten minutes twice a week is spent on PA during whole group with additional time spent in small group.
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	X	X						1	Physical representations include clapping, tiles, Elkonin boxes, fingers, and magnetic letters.



students make the connection between sounds and print (the alphabetic principle)?										
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							1	
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							1	
22. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X							1	
TOTAL									22	

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	2	Instructional routines included are introduce, teach, practice, and review.
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	The following assessments are included: Theme Progress Tests, Benchmark book assessment, weekly phonics assessments, and magnetic board informal assessment during small group.



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	Students are taught fix-it strategies.
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	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	X	1	
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	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	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	0	Not evident. <u>Publisher Comment:</u> Fluency practice for phonics components is referenced at point-of use in the Teacher Guides. Whole Class Charts provide whole group fluency practice using techniques such as repetition, echo reading, choral reading, and partner



										reading to focus on specific phonics skills. After instruction in small groups, students immediately practice fluent reading using leveled readers with a focus on the same specific phonics component.
23. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X					1	There are two decodable readers per theme (1 for each phonics skill).
24. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X					1	
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	The challenge words on the Spelling List are irregular words.
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					1	
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					1	
30. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X					1	There was review in small group, but minimal review in whole group.
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		1	
33. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X		1	
34. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X		1	Students are taught to look for known word families.
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	There is minimal instruction on syllables.
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	



38. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	0	While there are vocabulary words and activities throughout, there isn't strong evidence of instruction specific to multiple meaning words. <u>Publisher Comment:</u> Students encounter new words, including words with multiple meanings, each week and engage in activities including restating, illustrating, discussing and playing learning games.
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	Did not find strong evidence of this. <u>Publisher Comment:</u> Advanced phonics strategies are taught explicitly and students receive additional practice using the Skills Masters.
40. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	0	Did not find evidence of this. <u>Publisher Comment:</u> Advanced phonics strategies are taught explicitly and students receive additional practice using the Skills Masters
TOTAL								37	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	There is modeling, guided practice, and independent practice during small group reading.
5. Does fluency instruction include cumulative review ?	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 readers are used weekly.
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	



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	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	It is not a daily practice. There is one fluency strategy taught per theme, fluency instruction for one lesson whole group, then 1 strategy per book in small group. <u>Publisher Comment:</u> Fluency instruction is integrated into each day's lesson in both whole group and small group.
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 there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	1	There is not strong evidence that multisyllabic words have an emphasis within the program, however syllable instruction is taught.
15. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						0	Not evident. <u>Publisher Comment:</u> Each week, students encounter vocabulary and high frequency words in lists before they encounter these words in connected texts. Through the gradual release model, teacher will first model a strategy, and then ask students to share the strategy as a class, and monitor as students interact with their partners to apply the strategy.
16. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	Strategies include timed reading, reader's theater, partner reading, and repeated reading.
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 decodable texts (texts that include phonic elements and word types students have previously been taught)?		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	1	
20. Are teacher prompts included to encourage students		X	X	X	X	X	X	1	



to read aloud in order to determine skills application and accuracy?									
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	X	1	Opportunities are offered through small group leveled texts.
22. Is the number of texts at each level sufficient to provide adequate practice opportunities?	X	X	X	X	X	X	X	1	There are two books per level.
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	X	1	This can be found in the Oral Reading Record and the GMT diagnostic test at the beginning of the year.
24. Is there a guide to help teachers calculate fluency rate?	X	X	X	X	X	X	X	2	This can be found in the Small Group Reading Teacher's Guide A31 - Fluency Assessment Rubric.
25. Are there directions for how to pair students for partner reading?	X	X	X	X	X	X	X	1	
26. Are students taught a specific error correction to use when reading with a partner?	X	X	X	X	X	X	X	0	Not evident. <i>Publisher Comment:</i> The program includes daily partner work and teaches several error correction techniques.
27. Is there continuous progress monitoring of oral reading fluency?	X	X	X	X	X	X	X	2	Fluency is monitored weekly.
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?	X	X	X	X	X	X	X	1	
TOTAL								29	

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	1	Instructional routines include explain, restate, show, discuss, reflect & refine, apply in learning games, and vocabulary journals.
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor	X	X	X	X	X	X	X	1	Assessments included are theme



progress in vocabulary ?										progress tests and benchmark book assessments.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	X	1	This can be found with whole class charts, big books, and "Turn & Talk."
8. Is there emphasis on reading and writing vocabulary?	X	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	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	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	X	1	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	X	0	There is evidence of instruction prior to reading, but no evidence was found of instruction during and after reading. <u>Publisher Comment:</u> Vocab words that appear in student texts are introduced at the beginning of the week and students return to them each day in their vocab journals. In whole class instruction, the unique Preview, View, Review boxes offer before, during and after reading vocab instruction.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	X	1	There are three vocabulary words per week.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:										
Introducing the word?	X	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	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	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	X	1	



17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	0	There is no found evidence of this. <u>Publisher Comment:</u> Explicit instruction on the meanings of prefixes, roots, and suffixes begins in second grade. First grade word study focuses on word families and decoding word parts other than affixes.
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	0	There is no found evidence of this. <u>Publisher Comment:</u> Explicit instruction on the meanings of prefixes, roots, and suffixes begins in second grade. First grade word study focuses on word families and decoding word parts other than affixes.
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	0	According to the Scope & Sequence, this begins in grade 2. <u>Publisher Comments:</u> While students will encounter multiple meaning words in first grade, explicit instruction in word study focused on multiple meaning words does not begin until second grade.
Synonyms?	X	X	X	X	X	X	X	1	According to the Scope & Sequence, this begins in grade 2, however one lesson in the Essential Resource Guide is on shades of meaning. Instruction is synonyms is minimally present and not explicit. <u>Publisher Comment:</u> Explicit instruction in word study including synonyms and shades of meaning can be found



										in the Essential Resource Guide.
Antonyms?	X	X	X	X	X	X	X	X	0	According to the Scope & Sequence, this begins in grade 2. <u>Publisher Comment:</u> Antonyms are first introduced in Grade K, and more extensive word study with antonyms follows in the alter grades. First grade students have support for antonym review that can be found in the Writer's Handbook.
Homonyms?		X	X	X	X	X	X	X	0	According to the Scope & Sequence, this begins in grade 2. <u>Publisher Comment:</u> Explicit instruction in homonyms begins in later grades, but support can be found in the Writer's Handbook.
Figurative meanings?		X	X	X	X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	X	0	There is no found evidence of this. <u>Publisher Comment:</u> While teachers are free to use grade-appropriate dictionaries, Literacy by Design gives students the opportunity to create their own grade appropriate student friendly dictionaries in the form of Vocabulary Journals.
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	X	1	
TOTAL									27	Word study/grammar is not included.

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	1	
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	2	



5. Does comprehension instruction include cumulative review ?	X	X	X	X	X	X	X	1	Comprehension strategy of prior theme is reviewed and reinforced through the next theme.
6. Are assessments included to measure and monitor progress in comprehension ?	X	X	X	X	X	X	X	2	Assessments include Theme Progress test, fluency readers, Benchmark Book Assessment, Comp. Bridge Rubrics, and ongoing test practice.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	This can be found in Think Alouds.
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	This can be found during shared reading and small reading groups.
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	Opportunities are provided through "Turn & Talk" during whole class instruction and small reading groups.
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	There are questions in small group reading teacher's guide and comprehensive teacher's guide which include literal and inferential questions.
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	There are opportunities during small reading groups through leveled texts as well as fluency readers.



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	Instructional routines include connecting to prior knowledge and the use of comprehensive organizers.	
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	There is minimal instruction.	
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	Instruction in this area is minimal.	
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	2	This is found in Comprehension organizers and Comprehension Bridge.	
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		
TOTAL									40	



STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	This can be found in the Correlation to Common Core booklet.
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								3	

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	This is done through making connections.
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	There are numerous online choices which include eBooks, interactive developmental phonics activities, digital bookshelves magnetic boards & tiles, skills masters, and leveled readers.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	There are minimal opportunities.
TOTAL								5	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	Assessments include: diagnostic, progress monitoring, benchmark book assessments, rubrics, fluency readers, ongoing test practice, and theme progress tests.
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	
TOTAL								4	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments <i>(e.g., examples, strengths, concerns, questions)</i>
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
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	
TOTAL								5	

